ED 253 643 AA 001 135

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SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
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LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (LRS/WTB)

ED 253 656 CE 040 565

Queeney, Donna S.; And Others
Professional and Occupational Practice Requirements. A Continuing Professional Education Series. Third Edition.
Pennsylvania State Univ., University Park. Dept. of Planning Studies in Continuing Education.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Dec 84
NOTE- 292p.; For earlier editions, see ED 182 490 and ED 204 585.
AVAILABLE FROM- Commonwealth Educational System Stores, 9 J. Orvis Keller Bldg., Pennsylvania State University, University Park, PA 16802 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Certification; Continuing Education; Credentials; Educational Attitudes; *Educational Needs; Educational Planning; Managerial Occupations; *Occupational Information; Postsecondary Education; *Professional Continuing Education; *Professional Occupations; Professional Training; Profiles; Program Development; *Qualifications; Statewide Planning
IDENTIFIERS- *Pennsylvania

This document is a report of a study that was conducted to provide a comprehensive, up-to-date compilation of data regarding professional and occupational practice requirements in Pennsylvania, focusing on the role of continuing professional education in the various credentialing processes. Following a discussion of the methodology and results of the study, the main part of the report is made up of summaries of 68 professions and occupations that present information for use by those involved in continuing professional education program development. In addition to outlining the requirements for individuals wishing to obtain mandatory or voluntary credentials, the summaries provide background information on the development of the profession or occupation and material on current trends within the field, along with names and addresses of resource persons. A section on the climate for continuing education has been included in each summary to give continuing educators an overview of the group's perceived need for and interest in continuing education programs. The primary function of the summaries is to assist the continuing educator in identifying those professions and occupations warranting further exploration as continuing professional education target groups. (KC)

ED 253 669 CE 040 611

Herdin, Terry; Stanley, Dale
Job Roles in Human Services. Volume 4: Family Support Worker. Task Analysis in Human Services Special Project.
Camosun Coll., Victoria (British Columbia). Div. of Coll. Resources.
SPONS. AGENCY- British Columbia Dept. of Education, Victoria.; British Columbia Dept. of Human Resources, Victoria.
PUB DATE- Mar 82
NOTE- 124p.; For Volumes 1-8, see CE 040 608-615. Some pages may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Behavioral Objectives; Caseworker Approach; Caseworkers; Client Characteristics (Human Services); Communication Skills; Community Involvement; Competency Based Education; Core Curriculum; *Counseling Techniques; *Counselor Client Relationship; Counselor Role; *Counselor Training; Delivery Systems; Educational Needs; *Family Counseling; *Family Programs; Foreign Countries; Foster Care; Foster Family; Higher Education; *Human Services; Individual Development; Interpersonal Competence; Job Analysis; Job Skills; Occupational Information; Public Policy; Self Actualization
IDENTIFIERS- British Columbia

This book of objectives, one of a series designed to provide a competency-based analysis of employment categories in human services, deals with the core competencies necessary for family support workers. Addressed in the individual sections of the volume are the following skill areas: communication skills, self-awareness, community involvement, human development and interaction, policy and procedures, ethics and standards, assessment, case planning, client interaction, and interaction with foster parents and child care resources. Each section contains a main objective and a series of enabling objectives that are cross-referenced to evaluation criteria and to independence and importance rating scales. The independence scale indicates the degree of supervision that an individual could expect when performing the job task. The scale of importance designates each objective as being either prerequisite (i.e., knowledge or skills that individuals must bring with them to be adequately prepared for the job role), critical (i.e., objectives that are essential to competent performance on the job--areas of skill or knowledge that individuals must possess to develop during their work experience), or enrichment (i.e., objectives that are not essential but add to a comprehensive understanding of the job and more flexible and skillful job performance). Also included in the volume is a discussion of the method used to identify the objectives. (MN)

ED 253 682 CE 040 651

Miles, Mamie Rose; Frank, Louise

World of Work--Employment and American Economic System. Kit No. WW-701. Instructor's Manual. Revised.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.

PUB DATE- 84

NOTE- 67p.; For an earlier version of this document, see ED 169 316. For other related documents, see CE 040 652-656. Revised by Louise Frank.

GRANT- SC-5058-76-I-211-0330

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Business; Classroom Techniques; *Economic Development; Economic Opportunities; *Economics; Employment; *Entrepreneurship; Human Capital; *Learning Activities; Prevocational Education; Quality of Life; Secondary Education; Social Values; State Curriculum Guides; Teaching Methods; Transparencies; Vocational Education; *Work Attitudes

IDENTIFIERS- Free Enterprise System; South Carolina

This instructor's manual contains activities for teaching students about employment, the rewards of work, the American economic system, and free enterprise. It is designed for use in four to six periods in classes in prevocational education in South Carolina. The guide describes the activities, sets goals for student attainment, provides instructional objectives to meet the goals, and then gives directions for implementing the activities (including materials and resources required, class preparation, and class presentation). The guide also contains 5 student worksheets and 34 transparency masters which are suitable for duplication. (KC)

ED 253 696 CE 040 676

Dohmen, Gunther
German Adult Education and the New Technology.

PUB DATE- Nov 84
NOTE- 15p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Learning; *Computers; Educational Needs; *Educational Trends; Foreign Countries; *Futures (of Society); Humanistic Education; *Independent Study; Postsecondary Education; Self Actualization; Technical Education; *Technological Advancement; Television; Values
IDENTIFIERS- *West Germany

Although adults in Germany see positive benefits coming from the introduction of new technology, especially computers, they also fear that the technology will bring about more control of their work and private lives. They also dislike the perceived dangers of dehumanization that computers could have on society. Adult educators in Germany see two main principles of adult education in regard to the new technology. The first principle is the fundamental goal to democratize the access to every sort of information and knowledge; that is, to open to everybody the way to all the information wanted. The second principle is to satisfy the interests and mental needs of the people as broadly as possible; that is, to adjust adult education to the development of as many abilities of human beings as possible. The evolution of television has reduced human beings' primary perceptions of the world while increasing their secondary learning. Another task of adult education could be to increase individuals' primary learning by making adult education increasingly self-directed, with the teacher as facilitator rather than lecturer. One way to increase the self-directedness of adult education would be to use the new technology--computers--for adults to direct their learning experiences. Although the hardware for such tasks is available, software is not; ideas for such software should be forthcoming. It is necessary to continue to examine the expectations of adult education to continue to serve the needs of human beings in a world of increasing technology. (KC)

ED 253 710 CE 040 694

Stuen, Cynthia; And Others
Seniors Teaching Seniors: A Manual for Training Older Adult Teachers.
Columbia Univ., New York, NY. Brookdale Inst. on Aging and Adult Human Development.
SPONS. AGENCY- Brookdale Foundation, New York, NY.
PUB DATE- 82
NOTE- 95p.
AVAILABLE FROM- Brookdale Institute on Aging and Adult Human Development, Columbia University, 803 McVickar Hall, 622 W. 113th Street, New York, NY 10025 ($4.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; *Adult Educators; *Curriculum Development; Evaluation; Guides; Leadership Training; Models; *Older Adults; *Peer Teaching; Program Development; Program Implementation; *Teacher Education; Teaching Methods
IDENTIFIERS- *Seniors Teaching Seniors Project

This manual documents the development and operational stages of the Seniors Teaching Seniors (STS) training project of the Brookdale Institute on Aging and Adult Human Development. It is a practical guide for universities, colleges, community agencies, or consortia of agencies for replicating the training model. Both general guidelines and more specific content about the program are provided. Chapter I discusses adult education and older adults, specifically the topics of educational goals and needs, participation, participation barriers, and future directions. Chapters II and III present overviews of the concept of seniors teaching seniors and of the STS project. In chapter IV the planning phase is discussed. Guidelines are offered for need documentation, establishing an advisory committee, funding and budgeting, the project timetable, recruitment, and selection of participants. Chapter V describes the curriculum development process, which included determination of subject area and methods, development of curriculum areas, and faculty selection. Chapter VI presents the eight-session training course. Each session is described in terms of its learning objectives, content outline, instructional resources required, and suggested learning methods and activities. Chapter VII addresses evaluation and followup. Chapter VIII suggests some program adaptations. Appendixes include an introductory packet, course preparation tools, and other sample materials. (YLB)

ED 253 724 CE 040 716

Amberson, Max L.
Agricultural Manpower Study 1983-1990.
Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.

SPONS. AGENCY- Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.
PUB DATE- 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Agribusiness; Agricultural Education; *Agricultural Occupations; Agricultural Personnel; Demand Occupations; Employment Opportunities; *Employment Patterns; *Employment Projections; *Farm Occupations; Labor Market; *Labor Needs; Off Farm Agricultural Occupations; Part Time Employment; Vocational Education
IDENTIFIERS- *Montana

Various surveys were conducted to determine the current level of personnel on Montana farms/ranches and in agribusinesses as well as the projected number of persons to be employed in those occupations through 1990. The study found that the current family work force on farms and ranches in Montana has remained the same since 1981 and it is likely that this figure will remain constant through 1990. The study also found that a reduction of 9,000 full- and part-time agricultural production workers took place in the state between 1974 and 1981, and a further reduction of about 5 percent is expected between 1983 and 1990. About two-thirds of these workers are considered part-time employees. In addition, the surveys found that there are about 1,900 agribusinesses in the state. In 1983, these businesses employed 15,704 persons, and they are expected to employ 19,660 persons, a 25 percent increase, by 1990. Finally, four regional corporations/cooperatives who operated 200 agribusiness firms in Montana in 1983 indicated that they had 1,303 employees in the state in 1979 and 1,243 employees in 1983. They expected this figure to decrease by 5 percent by 1990. (A number of statistical tables are contained in this report.) (KC)

ED 253 738 CE 040 739

Hendrix, Mary W.

Self-Appraisal Instructional Guide. Occupational Orientation. Revised Edition .

East Texas State Univ., Commerce. Occupational Curriculum Lab.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- Sep 84
NOTE- 221p.; For other guides in this series, see CE 040 738-740. For the earlier editions of these guides, see ED 186 599-602.
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428 (OI-110-TG: in-state--$9.00, out-of-state--$11.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ability; Attitudes; Behavioral Objectives; Career Choice; *Career Education; Career Planning; Change; Competency Based Education; Coping; Curriculum Guides; Junior High Schools; *Leadership Qualities; Learning Activities; *Prevocational Education; Secondary Education; *Self Concept; *Self Evaluation (Individuals); Transparencies; Units of Study; *Vocational Aptitude; Vocational Interests

This competency-based instructional guide on the importance of self-understanding and the need for accurate self-appraisal was developed for students enrolled in Occupational Orientation programs in Texas to assist them in making wise career choices. It includes seven instructional units. Each unit includes the following basic components: performance objectives, notes to the instructor (outline of steps to follow in accomplishing specific objectives), answers to activity sheets and tests, information sheets (content essential for meeting the cognitive objectives), transparency masters, activity sheets (for directed study and application and reinforcement of cognitive materials presented), and tests. Each unit is planned to cover more than one lesson or period of instruction. Units cover: understanding oneself, attitudes, interests, abilities, aptitudes, leadership, and coping with change. (YLB)

ED 253 751 CE 040 785

Anderson, B. Harold; Naylor, Mary Lou
Model for Providing Displaced Workers' Services. Research Report.
Colorado State Univ., Ft. Collins. Dept. of Vocational Education.
SPONS. AGENCY- Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE- Jan 85
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Programs; Adult Vocational Education; Career Change; *Counseling Services; *Dislocated Workers; *Employment Services; Followup Studies; Guides; Identification; Job Placement; Job Skills; *Job Training; *Models; Profiles; Remedial Programs; School Business Relationship; Testing

This handbook presents a model that helps vocational educators and other individuals, institutions, and agencies plan programs to maintain displaced workers' dignity and economic security. Section 1 discusses identification of displaced workers. Section 2 offers guidelines for developing a profile for a specific group of displaced workers. A list of contacts for locating displaced workers is in section 3. Sections 4 and 5 deal with services required, including a model for a sequential plan for providing displaced workers' services. Examples of specific activities are listed with each service. Section 6 is a chart of institutions, agencies, and firms that can be used to meet displaced workers' needs and the services that may be available. Section 7, 8, and 9 address the size of firms and present suggestions for conducting activities for each of the previously identified services for small and large firms. Sections 10 and 11 offer suggestions for using a planning guide and a checklist of key components for a successful displaced worker program. The final section lists steps to facilitate involvement of public education. Appendixes include listings of references and resources, a sample form for identifying local resources and references, sample models for small and large firms, a local planning guide for displaced workers, and a five-day workshop example. (YLB)

Goodwin, Pauline
Foodservice Cluster Brief. Vocational Education in Oregon.
Oregon State Dept. of Education, Salem.
PUB DATE- Nov 84
NOTE- 11p.; For related documents, see CE 040 810-820.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; Cooks; *Course Content; Course Organization; *Criteria; Curriculum Development; *Educational Objectives; Educational Planning; *Food Service; Occupational Clusters; Program Descriptions; *Program Development; Program Improvement; Secondary Education; State Curriculum Guides; State Programs; *Statewide Planning; Vocational Education
IDENTIFIERS- *Oregon

This guide sets forth minimum approval criteria for vocational education food service training programs in Oregon. The information in the guide is intended for use by district-level curriculum planners, teachers, regional coordinators, or state education department staff involved with new program development or revisions of existing programs. The guide outlines the instructional content of food service education programs in terms of program descriptions, areas for training (such as cook, kitchen helper, and waiter/waitress), program goals, course/content goals, and sample performance objectives. Course titles and descriptions are also included. A section on organizational options is designed to illustrate a few of the many ways to deliver the minimum instructional content required for an approved vocational cluster program. Content is illustrated by course titles for the instructional levels to recognize that students from different grades may enroll in one or more levels of a program. (KC)

ED 253 780 CG 017 982

Yost, J. Kelley

Ethical Considerations in Maintaining Confidentiality with Dangerous Clients.

PUB DATE- Aug 84
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Client Characteristics (Human Services); *Confidentiality; *Counselor Role; *Ethics; Legal Responsibility; Personal Autonomy; Prediction

This paper discusses ethical considerations involved in breach of confidentiality in counseling dangerous clients, i.e., those who have the potential to inflict bodily harm on others. The ethical basis for confidentiality is presented in a model for decision making in ethical dilemmas which encompasses three evaluative levels or tiers: ethical rules, ethical principles, and ethical theories. Each of these levels, from the most concrete (rules) to the most abstract (theories), is discussed as it supports confidentiality. Limits on confidentiality, the effects of breaching confidentiality, and the difficulty in predicting dangerousness are discussed. Options for dealing with dangerous clients, exclusive of the duty to warn others of the client's dangerousness are proposed, presented in order of degree of severity of violations of the client's autonomy and confidentiality: (1) releasing the client on his/her own recognizance with counselor support; (2) releasing the client to parents/spouse/friends with counselor support; (3) holding and treating, by moving the client, using force if necessary, to a locked treatment facility for extended evaluation. (MCF)

ED 253 795 CG 017 998

Feis, Carolyn L.
Reintegration of Juvenile Offenders: A Needs Assessment. Final Report.
PUB DATE- Nov 83
NOTE- 22p.; Paper presented at the Annual Convention of the American Society of Criminology (Denver, CO, November 9-12, 1983). For related research, see CG 017 999.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Adolescents; *Correctional Rehabilitation; *Delinquency; Needs Assessment; Secondary Education; Transitional Programs; Youth Problems
IDENTIFIERS- *Reintegration

The transition from the structure of prison life to the freedom of the community is considered an uncertain, confusing, and stressful period which often results in renewed criminal behavior. To explore the experiences and needs of juvenile offenders, 27 youths recently released from secure detention to the community completed the Needs Evaluation Survey (NES) and provided background information, e.g., age, sex, length of stay, prior charges. The NES is a semi-structured interview with scaled items and open-ended questions designed to assess reintegration problems in the areas of school, social, and home life, legal involvement, and the transitional experience, and to explore subjects' interest in reintegration programming. The results indicated that the youths reported skipping school less often than before detainment, having a positive relationship with their caseworkers, having a positive home environment with no change in punishments or restrictions, and a positive relationship with their parents. However, all youths who were placed with a nonparent reported a rough transition to the community. Participants reported experiencing difficulty in dealing with people since their detention, but feeling prepared for the transition to the community, although they had little release preparation. They expressed strong interest in prelease, postrelease, and home visit program planning, with youths placed with a nonparent expressing the most need. No relationship was found between amount of time in detention, or the seriousness of offense, and the reentry experience. (LLL)

ED 253 810 CG 018 013

Howard, Judith S.
Teaching and Using Family Systems Thinking for Effective Pre-Referral Intervention.
PUB DATE- 19 Apr 84
NOTE- 21p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (16th, Philadelphia, PA, April 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Change; Counselor Role; *Counselor Training; Ecology; Elementary School Students; *Family School Relationship; Higher Education; Models; Professional Continuing Education; Referral; *School Psychologists; Student Placement
IDENTIFIERS- *Family Systems Theory

Children who require modification of curriculum and methods in the regular classroom have often been inappropriately labeled as handicapped, and placed in special education programs to maintain the status quo in the schools. A need exists to break this cycle by training present and future school psychologists in methods of case analysis and intervention. The ecologically-oriented school consultation model interrupts the cycle of finding fault and assigning blame and focuses instead on restructuring the dysfunctional social systems in the school. The traditional approach operates under the assumption that attitudinal change in the caretaker will effect change in the child; the behavioral orientation works with the caretaker to change the consequences of the undesirable behavior, thus modifying the child. The family theory orientation would shift focus from the child's and/or caretaker's behavior to that of the child's family or the school-family interface. Treatment focus can then be directed towards changing nonproductive transactions between the identified child, teacher, classmates, administrator, parents, agents of the community, and self as the intervening professional. Teaching school psychology externs to think and to intervene systemically is the major thrust of the two semester Professional Seminars in School Psychology taught at Kean College of New Jersey. The seminar instructors use the ecological model derived from family systems theory, and methods borrowed from family therapy to effect second order changes in students' thinking about the role and the function of school psychologists. (A sample of teaching materials used to enhance systems-oriented thinking and behavior in school psychology trainees is appended). (LLL)

ED 253 825 CG 018 028

Gacer, Richard H.
Juvenile Hall Overcrowding: Alternative/Detention Programs.
California State Dept. of the Youth Authority, Sacramento.
PUB DATE- Feb 84
NOTE- 37p.
AVAILABLE FROM- Department of the Youth Authority, 4241 Williamsbourgh Drive, Sacramento, CA 95823.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; *Delinquent Rehabilitation; *Home Programs; *Human Services; Program Descriptions; Secondary Education; *Work Experience Programs
IDENTIFIERS- California; *Deinstitutionalization (of Delinquents); Detention; Probation (Criminal Justice)

This report describes California programs which provide alternatives to detention for minors who commit less serious law violations and status offenses. Included are six diversion programs, four youth service bureaus, six home supervision programs, and ten juvenile court work programs. In addition, three detention classification programs and five special treatment programs are described. Objectives, descriptions, and program impact statements are provided for each program, and the program's name, address, phone number, and a contact person are listed. A short summary and background information on the task force study are also included. (JAC)

ED 253 840 CG 018 043

Long-Term Needs of the Elderly: A Federal-State-Private Partnership. Hearing before the Special Committee on Aging. United States Senate, Ninety-Eighth Congress, Second Session (Seattle, Washington).

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- S.-Hrg.-98-1087
PUB DATE- 10 Jul 84
NOTE- 142p.; Some pages may be marginally legible due to small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Services; Delivery Systems; Family Involvement; Federal Aid; *Government Role; *Health Services; Hearings; Housing Needs; *Human Services; *Older Adults; Private Financial Support; Retirement; State Aid
IDENTIFIERS- Congress 98th; *Long Term Care; Medicare

This document presents testimony and prepared statements from the Congressional hearings on the partnership between government and the private sector for the provision of long term care to the nation's elderly. An opening statement is presented from Senator Daniel Evans. Twelve additional statements are presented, including testimony from a secretary of community services, administrators of hospice programs and health cooperatives, the president of a medical association, a member of an advisory council on aging, and a retirement counselor. Topics covered in the testimony include better health in elderly persons, later retirement age, independence for the elderly, housing, informal family care, health maintenance organizations, and tightening of Medicare services to the elderly. Appendix 1 contains seven magazine articles and letters from witnesses at the hearings pertaining to long term residences and health care programs. Appendix 2 contains seven letters from individuals and organizations concerned with services for the elderly. (BH)

ED 253 855 CS 007 932

Shepherd, Richard C.
Elasticizing Language - Techniques in Vocabulary Development.
PUB DATE- Dec 84
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Regional Conference of the International Reading Association (5th, Baltimore, MD, December 13-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Influences; *Language Acquisition; *Learning Activities; *Reading Instruction; Reading Skills; Teaching Methods; Testing; *Vocabulary Development

Noting that a rich vocabulary comes from experiences and from the organizing and reorganizing of these experiences, this paper suggests ways that students may be helped to improve their vocabulary at an accelerated pace. The paper first argues that vocabulary development must be a planned program beginning in the early grades and explores some of the factors that influence vocabulary development, such as age, sex, and socioeconomic and geographical factors. It next lists some basic word development technique categories, including testing, context clues, word origins, and pronunciation and spelling. The paper then provides a rationale for testing as a vocabulary teaching technique and explores four main ways to test vocabulary development. A general list of vocabulary testing methods is appended. (HTH)

ED 253 870 CS 208 770

Writing Every Day Generates Excellence: A Manual for the Teaching of Writing.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-462-5
PUB DATE- 81
NOTE- 196p.
AVAILABLE FROM- Publications Sales Office, Board of Education of the City of New York, 110 Livingston St., Room 136, Brooklyn, NY 11201 (Curriculum No. 00-2030-80, $3.00 N.Y.C. Public Schools, $6.00 others; orders must be prepaid by check, payable to: Curriculum Publications).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Literary Criticism; Program Development; Reader Response; Revision (Written Composition); Student Motivation; Teaching Methods; Writing Evaluation; *Writing Exercises; Writing Improvement; *Writing Instruction; Writing Processes
IDENTIFIERS- Discourse Modes; *Writing Programs

Intended to help writing teachers create a classroom climate where real writing can be inspired, valued, and enjoyed, the WEDGE (Writing Every Day Generates Excellence) manual addresses first the problem of motivating students to communicate in writing, next, finding words and structures appropriate for clarity and eloquence, and finally, the mechanical conventions that make writing technically correct. Following an introduction that discusses the philosophy, approach, and major strategies of the WEDGE program, the chapters discuss the following aspects of writing instruction: (1) getting started; (2) modes of writing; (3) meshing writing with literature; (4) revising, editing, and proofreading; (5) grammar, sentence sense, and mechanics; and (6) responding, diagnosing, and evaluating. Appendixes include student writing samples, student reactions to class activities, and a discussion of the advantages of holistic and analytic scoring. (HTH)

ED 253 885 CS 208 795

Fleming, Margaret, Ed.
Reading and Writing Connections.
Arizona English Teachers Association, Tempe.
PUB DATE- 85
NOTE- 177p.; A few pages have faint type.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Audience Analysis; Critical Thinking; Cultural Differences; Curriculum Development; Elementary Secondary Education; English (Second Language); *English Instruction; Evaluation Methods; Grammar; Higher Education; *Integrated Activities; *Literature Appreciation; Novels; Parent Role; *Reader Response; Reading Difficulties; *Reading Instruction; Short Stories; Spelling Instruction; Testing; *Writing Instruction
IDENTIFIERS- *Reading Writing Relationship

Drawing from both research and practice, the articles in this collection address a number of issues related to the reading and writing connection. The 24 articles are grouped into five sections: "Reading, Writing, and Thinking"; "The Parts and the Whole"; "Reading for Writing"; "Contexts for Literacy"; and "Some Pedagogical Concerns." Among the topics discussed in the articles are the following: (1) thinking skills in English and across the curriculum, (2) techniques for teaching audience analysis, (3) metacomprehension, (4) invented spelling, (5) using extended reading to motivate elementary school students' compositions, (6) teaching Mark Twain's "Pudd'nhead Wilson," (7) teaching students to "feel" literature intelligently, (8) measuring response to literature, (9) common concerns of reading and writing for students for whom English is a second language, (10) resources for involving parents in literacy development, (11) writing as a remediation device for disabled readers, (12) issues in designing the language arts curriculum, (13) composition instruction in Ireland, (14) spelling instruction, (15) the precis as a cure-all for reading and writing ills, and (16) women's literature. (FL)

Ortiz, Joe
Viewing the Speech Class as an Authentic Audience: An Activity and Assignment for Beginning Students.
PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audience Analysis; *Class Activities; Higher Education; Interpersonal Communication; *Speech Instruction; Speech Skills; *Teaching Methods
IDENTIFIERS- *Audience Awareness

While audience analysis is an important concept to be taught in any beginning speech class, seldom are students urged to view their classmates as an authentic audience and to consider their needs and interests in speech planning. The Dyadic Interview Activity is one that can help students apply the principles of audience analysis in planning their classroom speeches. The Dyadic Interview Activity is used during the first or second class meeting of the semester. This getting acquainted activity involves the students in pairing-up and gathering information about one another. Additional information such as hobbies, goals, interests, group memberships, and concerns about current events is generated in the interviews. The structure of the introduction speech is then discussed, and students outline a short speech about their partners. Students then stand before the class and introduce their partners via their speech. The remaining students take notes on the characteristics of each of the students as they are introduced, and the resulting list becomes the basis for viewing the class as an authentic audience. As a written follow-up assignment, students are asked to write down five topics that the class would be interested in based on the date from the introductions. (A sample written assignment resulting from the dyadic activity is appended). (HTH)

ED 253 913 CS 504 854

Oral Communication, Grades K-12. Experimental.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 83
NOTE- 58p.
AVAILABLE FROM- Curriculum Production Unit of the Board of Education, Room 617, 131 Livingston St., Brooklyn, NY 11201.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Educational Objectives; Elementary Secondary Education; Language Fluency; Language Usage; *Oral Language; *Speech Communication; *Speech Skills; *Teaching Methods; Verbal Ability

The 53 teaching strategies accompanying the 10 performance objectives in this guide for grades kindergarten through 12 focus on specific kinds of oral language. Each of the objectives is designed so that after the completion of the program students will be able to (1) use appropriate levels of language for given situations; (2) present both personal narratives that follow a chronological order or a cause/effect relationship and descriptive accounts; (3) use informal modes of communication in order to share their ideas and feelings; (4) use formal modes of communication; (5) conduct themselves in social situations using social amenities; (6) speak or read aloud with understanding, phrasing, stress, clear enunciation, appropriate audibility, and dramatic quality; (7) serve as panel members for purposes of discussion and sharing of ideas related to a specified problem; (8) participate in a variety of oral language activities in a communication arts context; (9) demonstrate improved language competence or fluency; and (10) refine their accuracy and precision of language use.(HOD)

ED 253 926 EA 017 500

Piele, Philip K., Ed.
The Yearbook of School Law, 1984.
National Organization on Legal Problems of Education, Topeka, Kans.
PUB DATE- 85
NOTE- 348p.; For individual chapters, see EA 017 501-508.
AVAILABLE FROM- Publication Sales, National Organization on Legal Problems of Education, Southwest Plaza, Suite 223, 3601 S.W. 29th, Topeka, KS 66614 ($25.95 plus $1.50 postage and handling, prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Board of Education Role; Collective Bargaining; *Court Litigation; Disabilities; Educational Facilities; Elementary Secondary Education; Federal Courts; Financial Support; Governance; Government School Relationship; Higher Education; *Legal Responsibility; School Districts; *School Law; School Personnel; State Courts; Student Rights; Teacher Rights; Torts; Yearbooks
IDENTIFIERS- Negligence

Decisions made by federal and state courts during 1983 concerning education are reported in this compilation of eight independently authored chapters. The first chapter focuses on governance, examining the organizational and authority relationships among state and local boards of education and the general public. The chapter on employees considers litigation affecting the employment, dismissal, and tenuring of public employees, including issues of discrimination and civil rights. Cases dealing with collective bargaining, the third major topic, raised questions about the scope of bargaining, grievances, job actions, and some constitutional issues, but broke little new ground. The fourth chapter, on pupils, looks at student rights, procedures for accommodating handicapped students, and new trends in discrimination cases. Claims of negligence account for the bulk of the litigation reported in the chapter on torts. Public support of private education, challenges to state aid programs, and problems surrounding school taxes prompted litigation reported in the section on finance. The discussion of property-related cases touches on the authority to use school property and the relations between school districts and outside agents building or maintaining school property. The eighth chapter concentrates on the rights of students and faculty members in institutions of higher education. (PGD)

ED 253 940 EA 017 519

Intriligator, Barbara A.
Toward School-Based Administrator Effectiveness: The MD Experiment.
PUB DATE- 4 Apr 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Education; Cooperative Planning; *Cooperative Programs; Doctoral Programs; Elementary Secondary Education; Higher Education; *Institutional Cooperation; Interschool Communication; Models; *Organizational Communication; Participative Decision Making; Program Administration; *Program Development; Teamwork
IDENTIFIERS- Intriligator IOR Model; MD Program; University of Maryland

The MD Program is a collaborative, interorganizational, school-based administrator training program at the doctoral level, sponsored by five county school systems in the Baltimore metropolitan area and two campuses of the University of Maryland. After an introductory description of the program and its collaborative decision-making policy, this paper focuses on the procedures that member organizations developed to establish the program on a collaborative basis, and the degree of member satisfaction at three critical points: in the planning stage (1978), 2 years after the program operations began (1981), and 3 years later (1984), after the first cycle of students were finishing their degree requirements. Data were derived from formal interviews, document analysis, and observation of policy board meetings and events sponsored by the program. The perspective guiding this study was that of interorganizational relationship (IOR) theory. A conceptual model is described that (1) directs attention to the pre-setting conditions that contribute to a decision to collaborate and (2) delineates structural, relational and procedural characteristics of successful IORs. Structural characteristics of IORs include: types of coordinating mechanisms (including similarity of mission, size, corporate health, and geographic location); resource contributions; and congruence between member goals and IOR goals. Relational characteristics include the nature of the personal involvement of member organization representatives and the levels of interaction among members. Procedural characteristics of IORs include the degree of formality, the nature of exchange process, and the patterns of influence. Structural elements of the MD program that contribute to its success as a collaborative effort were identified through data analysis. Of these, a common vision and a common purpose were foremost. Reference notes are included, along with an appendix outlining the Intriligator IOR model, on which the research was based. (TE)

ED 253 955 EA 017 536

Fitzpatrick, Kathleen A.
A Research-Based Teacher Professional Development Term.
Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 22p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Classroom Environment; *Educational Research; Elementary Secondary Education; *Faculty Development; Instructional Design; Management Development; Mastery Learning; Staff Development; Student Behavior; Student Motivation; Teacher Administrator Relationship; *Teacher Education Programs; Teacher Effectiveness; *Teacher Workshops; *Teaching Skills; Time on Task

The Center for Educational Policy and Management at the University of Oregon has developed a professional development term for improving teaching skills of secondary school teachers. The content of the program has been drawn from two major categories of instructional research: (1) classroom management and organizational strategies that promote and sustain student academic engaged time, and (2) research-based instructional design components that improve students' mastery of skills. The program includes four major sets of activities: a summer seminar, three followup sessions, peer observations and coaching, and an administrators' seminar. The summer seminar is 1 week long and introduces teachers to classroom management and organizational strategies, and to the principles of mastery learning. Three 1-day followup sessions are scheduled, 1 month apart, during the following quarter. The sessions provide ongoing assistance to the teachers as they apply the new strategies in the classroom. The peer observation and coaching components are introduced during these followup sessions. A brief seminar is provided for the school administrators with an overview of the instructional principles presented to the teachers and suggestions for ways they can support teachers in the implementation of the instructional strategies they are learning. An intensive staff development effort, this program has a narrow focus and is solely concerned with improving students' achievement through research-based instructional strategies. An extensive reference list is included. (MD)

ED 253 969 EA 017 556

Broudy, H. S.
Past and Future in Education.
PUB DATE- 24 Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Chicago, IL, March 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Behavioral Objectives; *Civil Rights; Colleges; Competency Based Teacher Education; *Curriculum Development; Educational History; Elementary Secondary Education; Futures (of Society); *General Education; Higher Education; Liberal Arts; Mathematics Education; Science Education; *Teacher Education; *Technological Advancement
IDENTIFIERS- *Excellence in Education

A review of the history of changes in emphasis in the educational system covers the period from the 1930's to the present. After World War II the returning veterans attending college as a result of the GI Bill had a lasting effect on higher education. It forced a rethinking of teacher education, and the emerging schools of education and teachers colleges contended that preparation for teaching required a professional curriculum. Curriculum reform after Sputnik centered on "excellence" in science and math curricula. In the 1960's behavioral objectives and competency-based teacher education were espoused. In the 1970's subject matter curricula were attacked, and civil rights legislation and diverse groups charged the schools with the task of removing racism and discrimination in one generation. In the 1980's the emphasis is back to "excellence." The reasons for the swings in educational reform movements may be found in the constant tension between schooling for efficiency (which has to adapt to changing social conditions) and education (of which the goals and character remain remarkably constant). The problem of general education is that of providing youth with a mind educated to think and feel with the resources of the arts and sciences. The technological revolution will challenge schools to provide citizens with an educated mind to prevent the diminution of mind and self. (MD)

ED 253 985 EC 171 394

Heath, Charles P.
Adaptive Behavior: Does the Instrument Make a Difference?
PUB DATE- Apr 84
NOTE- 12p.; Paper presented at the Conference of the National Association of School Psychologists (Philadelphia, PA, April, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Adaptive Behavior (of Disabled); Elementary Education; *Mild Mental Retardation; Peer Relationship; Self Care Skills; *Slow Learners; *Test Validity
IDENTIFIERS- Adaptive Behavior Inventory for Children; Adaptive Behavior Scale School Edition

Teachers and parents completed the Adaptive Behavior Scale-School Edition (ABS-SE) and the Adaptive Behavior Inventory for Children (ABIC) while 57 educable mentally retarded (EMR) (N=36) and slow learners (N=21) completed the Children's Adaptive Behavior Scale (CABS). Analysis of variance and T-test comparisons indicated higher ratings for SL group than for the EMR group. Also, parents tended to rate their child higher than the child's teacher would rate them. Correlational analyses indicated that the concurrent validity of the ABIC when compared to the ABS-SE appears low but the relationship between the CABS and the ABS-SE is fairly high. Inconsistent correlations were found between adaptive behavior and IQ. Results further indicated inconsistent correlations between various areas measured by the different adaptive hehavior scales such as self-help skills, functioning within the community, social/peer relationships and economic/vocational skills. (Author)

ED 254 002 EC 171 711

Holland, Richard P.
Clarification of P.L. 94-142 for the Special Educator.
LINC Resources, Inc., Columbus, Ohio.; Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE- Jul 80
NOTE- 89p.; For related documents, see EC 171 359 and EC 171 712-713.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); *Disabilities; Elementary Secondary Education; *Federal Legislation; *Special Education Teachers; *Teacher Role
IDENTIFIERS- *Education for All Handicapped Children Act

The guide is intended to help clarify P.L. 94-142, The Education for All Handicapped Children Act, and its implementing regulations for special educators. Information is organized in three major sections: (1) background and purpose of the law and regulations (including reviews of such major provisions as free appropriate public education, least restrictive environment, procedural safeguards, and individualized education programs (IEPs)) (2) effects of the law on special educators (answers to commonly asked questions on such topics as IEP development, parent-teacher cooperation, referrals, and inservice); and (3) activities to help special educators prepare to implement the law (learning about sources of help and information, developing consultant skills, becoming familiar with job opportunities for handicapped students and facilitating appropriate vocational/career education, and working successfully with parents). Appended informaton includes highlights of P.L. 94-142 regulations. (CL)

ED 254 018 EC 171 727

Bluth, Linda Fran

Transporting Handicapped Students: A Resource Manual and Recommended Guidelines for School Transportation and Special Education Personnel.

National Association of State Directors of Special Education, Washington, D.C.

PUB DATE- 85

NOTE- 30p.

AVAILABLE FROM- National Association of State Directors of Special Education, Inc., 2021 K Street, N.W., Suite 315, Washington, DC 20006 ($6.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Bus Transportation; *Disabilities; Elementary Secondary Education; *Safety; School Policy

IDENTIFIERS- *Education for All Handicapped Children Act

The manual is intended to recommend policy guidelines for special educators and transporters of handicapped students. Beginning with a review of the requirements of P.L. 94-142 (The Education for All Handicapped Children Act) and a discussion of transportation as a related service provided to handicapped students, the manual proceeds to considerations and recommendations regarding vehicle ownership, cost, length of ride, and location of pick-up and drop-off points. Implications of the individualized education program for transportation services and decisionmaking are analyzed, as are disciplinary and suspension procedures as they relate to transportation issues. Additional topics include transportation safety (assistive devices, emergencies, evacuation drills) and personnel training (handicapped student management, aides' roles, first aid). The manual concludes with a list of recommended guidelines for transporting handicapped students, which provides a summary of administrative procedures and related comments in chart form. (CL)

ED 254 032   EC 171 741

Pernell, Eugene
The Influence of Race and Social Behavior on Teacher Recommendation for Special Education Services.
Michigan State Univ., East Lansing.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 15 Jun 84
NOTE- 40p.; Developed by the Department of Counseling, Educational Psychology and Special Education.
GRANT- G008101497
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; *Labeling (of Persons); *Racial Attitudes; *Referral; Secondary Education; Social Adjustment; *Teacher Attitudes
IDENTIFIERS- Michigan

The influence of descriptions of students' race and social behavior on teacher recommendations for referral to special education services was investigated. Two hundred and seventy-five Michigan secondary teachers responded to a survey in which they evaluated a fictitious student cumulative record folder for a 12-year-old seventh-grade male. Information differed only in racial image (as indicated by a label of Black or White, or by a photograph) and in written descriptions of social behavior. Teachers were asked to make recommendations regarding the need for special education services and to predict future reading levels and social adjustment. Among reported results were the following: (1) teachers tended to recommend equally both Black and White students for special services regardless of whether or not there was a stated behavior problem; (2) there was a relationship between predicted social adjustment and predicted reading ability, regardless of the race of the student; and (3) teachers referred students with ethnic backgrounds identical to their own less frequently than they did youngsters of other ethnic backgrounds. It was recommended that future research of a similar nature incorporate videotapes of student behaviors. (JW)

ED 253 644 CE 039 768

Borden, Jill
Volunteerism in Adult Education. A Guidebook for Increasing the Scope and Quality of Volunteer Programs in Adult Education.
Phoenix Union High School District, Ariz.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Adult Education.
PUB DATE- 25 Jan 84
NOTE- 218p.; Developed under a 310 grant.
AVAILABLE FROM- Jill Borden, 2333 North Dayton, Phoenix, AZ 85006 ($17.74).
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Programs; Educational Planning; Educational Resources; *Guidelines; Models; Motivation; Motivation Techniques; Participant Characteristics; Postsecondary Education; *Program Development; Public Relations; Recruitment; Selection; Training Methods; Voluntary Agencies; *Volunteers; *Volunteer Training

This guide contains information intended to help schools set up volunteer programs and use volunteers to conduct and enhance adult education programs. Although the handbook is aimed at the field of adult education, it also contains information that could be used to recruit and use volunteers in programs in any field. The guide is organized in seven chapters that lead the reader through a step-by-step process for establishing and operating an effective volunteer program. Each of the chapters addresses a specific area of concern and, with the exception of chapter I, each chapter has an appendix immediately following it. The appendixes contain additional information on the topics of the chapters, as well as many sample materials. The guide covers the following topics: characteristics of volunteers, establishing a volunteer program that works, preplanning for the use of volunteers, motivation of volunteers, recruitment and screening of volunteers, orientation and training of volunteers, and placement and retention of volunteers. Some of the materials listed in the chapter appendixes include volunteer organizations' addresses and membership listings, volunteer publications, sample volunteer job descriptions, volunteer motivation materials, recruitment and public relations materials, orientation and training materials, and placement and recognition materials. (KC)

ED 253 683 CE 040 652

Miles, Mamie Rose; Frank, Louise

World of Work--Money Management, Finance, and Credit. Kit No. WW-702. Instructor's Manual. Revised.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.

PUB DATE- 84

NOTE- 30p.; For an earlier version of this document, see ED 169 317. For other related documents, see CE 040 651-656. Revised by Louise Frank.

GRANT- SC-5058-76-I-211-0330

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Budgeting; Classroom Techniques; Consumer Education; *Credit (Finance); *Learning Activities; Loan Repayment; *Money Management; Prevocational Education; Secondary Education; State Curriculum Guides; Teaching Methods; Transparencies; Vocational Education

IDENTIFIERS- South Carolina

This instructor's manual contains activities for teaching money management, financial planning, and obtaining and using credit. It is designed for use in three to four periods in classes in prevocational education in South Carolina. The guide describes the activities, sets goals for student attainment, provides instructional objectives to meet the goals, and then gives directions for implementing the activities (including materials and resources required, class preparation, and class presentation). The guide also contains seven student worksheets with answer keys and seven transparency masters for duplication. (KC)

ED 253 725 CE 040 717

Van Shelhamer, C.; Bishop, Douglas

Personal Characteristics Which Make People More Employable in Agribusiness.

Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.

SPONS. AGENCY- Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.
PUB DATE- 84
NOTE- 28p.; Table on page 8 has small, light print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agribusiness; Agricultural Education; Educational Needs; *Employer Attitudes; *Employment Potential; Extracurricular Activities; *Individual Characteristics; *Job Skills; Program Improvement; Secondary Education; Statewide Planning; *Vocational Education
IDENTIFIERS- *Montana

The purpose of this study was to determine what personal characteristics are prerequisites to successful agribusiness employment in Montana. A questionnaire about vocational students' personal characteristics and home and school background was developed, pretested, and mailed to 306 agribusinesses in the state. Seventy-seven responses (26 percent) were received and analyzed on an Apple II+ computer. The study concluded that the personal characteristics most desired by Montana agribusinesses are (1) honesty, (2) willingness to fulfill obligations and promises, (3) ability to listen, speak, and write effectively, (4) ability to follow orders, (5) being on time and using time effectively, and (6) friendliness and cleanliness. The study also found that prospective employees with a farm or ranch background are preferred in Montana and that the chance of obtaining employment in Montana agribusiness is greatly increased by two years of postsecondary education. About 25 percent of the agribusinesses preferred high school graduates with vocational courses, and most businesses gave preference to persons who had been involved in school activities such as Future Farmers of America and athletics. The study recommended that since Montana agribusinesses are often not aware of the vocational agriculture program, teachers should increase their public relations activity. The study also recommended that efforts should be made to increase the number of students being employed on farms as part of their occupational experience, that students should be encouraged to participate in extracurricular activities, and that schools should strive to improve their programs to prepare students for employment. The survey instrument and sample responses are appended. (KC)

ED 253 739 CE 040 740

Hendrix, Mary W.

Economic and Societal Factors Instructional Guide. Occupational Orientation. Revised Edition .

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 447p.; For other guides in this series, see CE 040 738-739. For the earlier editions of these guides, see ED 186 599-602.
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428 (OI-109-TG: in-state--$14.00, out-of-state--$17.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Change; Career Choice; *Career Education; Career Planning; *Communication Skills; Competency Based Education; Curriculum Guides; Employer Employee Relationship; Employment Interviews; *Interpersonal Relationship; Job Application; *Job Search Methods; Laws; Learning Activities; *Money Management; *Prevocational Education; Secondary Education; Transparencies; Units of Study
IDENTIFIERS- *Free Enterprise System

This competency-based instructional guide on the economic and societal factors involved in finding and holding a job was developed for Occupational Orientation programs in Texas with the aim of giving students the practical information and understanding they need to participate successfully in the world of work. It includes nine instructional units. Each unit includes the following basic components: performance objectives, notes to the instructor (outline of steps to follow in accomplishing specific objectives), answers to activity sheets and tests, information sheets (content essential for meeting the cognitive objectives), transparency masters, activity sheets (for directed study and application and reinforcement of cognitive objectives), and tests. Each unit is planned to cover more than one lesson or period of instruction. Units cover the following topics: job acquisition, on-the-job relations, communications, understanding the paycheck, personal money management, completing government-regulated work tasks, laws affecting the worker, changing jobs, and free enterprise. (YLB)

ED 253 752 CE 040 787

Lenz, Kitty

Newspaper Delivery of ABE/GED Curriculum Materials. Final Report and Final Product.

ARIN Adult Learning Center, Indiana, Pa.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg.

PUB DATE- 30 Jun 84

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; Educational Innovation; *High School Equivalency Programs; Home Study; *Independent Study; Instructional Innovation; *Newspapers; *Nontraditional Education; Outreach Programs; Publicity; Student Recruitment

IDENTIFIERS- 310 Project; *General Educational Development Tests

This report describes the delivery of adult basic education/general educational development (ABE/GED) materials through a local newspaper. The materials, 24 English and math lessons developed by the Vineland (New Jersey) Adult Education Center and later distributed by Project Rural in Centre County, Pennsylvania, were published by the "Valley News Dispatch," which serves parts of Allegheny, Butler, Indiana, and Westmoreland counties, Pennsylvania. An introduction discusses the objectives: to reach a potential audience, to "tease" people through the published lessons to enroll in classes, to individualize the study by facilitating independent study, and to make the public aware of adult education. A diary of the 310 project follows. It explains the methods and time frame involved in the initial contact with the newspaper, advance publicity for the project, involvement of two local community libraries as hosts for dial-a-teacher and individual tutoring services, publication of the lessons, reader response and community reaction to the lessons, telephone survey, and culmination of the project in a free, practice test. An evaluation of the project reports that the project successfully met all of its objectives, although individualizing the approach was not effective for all students. (Project correspondence is appended.) (YLB)

ED 253 767 CE 040 819

Stamps, Margaret McDonnall
Marketing Cluster Brief. Vocational Education in Oregon.
Oregon State Dept. of Education, Salem.
PUB DATE- Nov 84
NOTE- 12p.; For related documents, see CE 040810-820.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; *Course Content; Course Organization; *Criteria; Curriculum Development; *Distributive Education; *Educational Objectives; Educational Planning; *Marketing; Occupational Clusters; Program Descriptions; Program Development; Program Improvement; Secondary Education; State Curriculum Guides; State Programs; *Statewide Planning; Vocational Education
IDENTIFIERS- *Oregon

This guide sets forth minimum approval criteria for marketing/distributive education programs in Oregon. The information in the guide is intended for use by district-level curriculum planners, teachers, regional coordinators, or state education department staff involved with new program development or revisions of existing programs. The guide outlines the instructional content of marketing/distributive education programs in terms of program descriptions, areas for training, program goals, course/content goals, and sample performance objectives. Descriptions are given of two-year courses entitled: Marketing, Cooperative Work Experience, and School Store. Course goals deal with career guidance, economics, human relations, communications, mathematics, sales promotion, management, and practical operations. A section on organizational options is designed to illustrate a few of the many ways to deliver the minimum instructional content required for an approved vocational cluster program. Content is illustrated by course titles for the instructional levels to recognize that students from different grades may enroll in one or more levels of a program. (KC)

ED 253 781 CG 017 983

Matthews, Doris B.; Casteel, Jim Frank

An Exploration of the Relationship between Wrist Temperature and Relaxation Training.

SPONS. AGENCY- Cooperative State Research Service (DOA), Washington, D.C.
PUB DATE- Jan 85
NOTE- 19p.; Paper presented at the Annual Convention of the South Carolina Association for Counseling and Development (21st, Myrtle Beach, SC, January 25-27, 1985). For related research, see CG 017 971.
GRANT- SC-X-206-03-81
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biofeedback; Elementary Education; Elementary School Students; *Relaxation Training
IDENTIFIERS- *Wrist Temperature

Research supports skin temperature changes (increases) as indicators of stress reduction or relaxation. To study the utility of skin temperature at the wrist as a measure of relaxation, 226 seventh grade students recorded their wrist temperatures before and after a 15-minute relaxation training exercise each morning for 29 weeks. Teachers checked to ensure that the students properly recorded the temperatures, and an observer from the research team visited each classroom at least once every 2 weeks. Results showed that wrist temperatures increased significantly during the relaxation exercises, and that the increases grew larger as the study continued, indicating that students learned to relax more fully with more practice in the program. The study helps validate the use of wrist temperatures as a practical measure of relaxation (or stress) for researchers, or as a biofeedback technique for individuals. (LLL)

ED 253 826 CG 018 029

Schneider, Lawrence J.
Announcing Professional Services.
PUB DATE- Aug 84
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Counseling Services; *Counselor Characteristics; *Feminism; Higher Education; Psychotherapy; Sex Differences; Social Values; *Therapists
IDENTIFIERS- *Professional Disclosure

There is a growing trend for some counselors to adopt and advertise specific value positions and counseling orientations. To explore potential clients' perceptions of information contained in "traditional" and "feminist" therapists' announcements of services, 52 males and 52 females received one of four announcements (traditional, feminist, explicit feminist, explicit traditional) and reported their perceptions by responding to the Counselor Rating Form-Short (CRF-S), the Counselor Effectiveness Rating Scale (CERS), and a list of 20 problems. Multivariate analyses of covariance revealed a significant interaction between sex and announcement on the CRF-S trustworthiness dimension and effects for announcements on three specific problems (parental conflicts, career choice problems, and marital difficulties). No differences occurred on the CERS. Results indicated information in the announcements made no difference in perceptions of therapists' expertness and attractiveness, but women were more distrustful of the feminist therapist. Participants held lower expectations of obtaining help for marital and parental difficulties from the explicit-feminist(E-F) therapist but held most confidence in the E-F therapist for help with career problems. (JAC)

ED 253 841 CG 018 045

Barresi, Charles M.; McConnell, Donna J.
Discriminators of Adult Day Care Participation among Impaired Elderly.
PUB DATE- Nov 84
NOTE- 24p.; Revision of a paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Day Care; Daily Living Skills; Deinstitutionalization (of Disabled); *Disabilities; Family Financial Resources; Mental Health; *Older Adults; Physical Health; Social Networks; Use Studies

Adult day care is increasingly being offered as an alternative to institutionalization. However, this alternative is not suitable for nor is it available to all elderly. There is need to determine if elderly users of these services have distinguishable characteristics from those who do not. This study evaluates 35 impaired elderly day care clients using an enlarged version of the Duke Older American's Resources and Services (OARS) Functional Assessment instrument and compares them with 93 impaired persons taken from a random sample of community elderly measured with the same instrument. Multiple discriminant analysis is used to determine if factors exist which predict use of adult day care facilities. Results show three main domains distinguish day care participation, social resources, economic resources, and mental health. Persons participating in day care are more likely to be younger, to live with other people, to have more income, and to have fewer emotional disturbances. They are also more likely to be disoriented, but to be in better overall physical health than elderly persons who don't use day care. The findings suggest that day care clients are more often labeled as dependent by their families than are community elderly. (Author/BH)

ED 253 856 CS 007 934

Moss, R. Kay

More Than Facilitator: A Principal's Job in Educating New and Experienced Reading Teachers.

PUB DATE- Mar 85

NOTE- 19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Spring Conference (4th, Houston, TX, March 28-30, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Role; Elementary Education; *Principals; Public Relations; *Reading Instruction; *Reading Programs; *School Administration; *Staff Development; Teacher Administrator Relationship

The principal's role in educating reading teachers exceeds the scheduling of an occasional inservice activity with the area reading coordinator. The principal's role must include the following: (1) becoming familiar with the area of reading; (2) committing time and effort to the program through staff development and through participation in exemplary language learning activities in the school; (3) evaluating the teacher's theoretical orientation to reading as well as the effectiveness of that teacher; and (4) promoting awareness of the reading program within the community. If the reading program of the elementary school is to be a reflection of what is known about language and language learning, the principal must be more than a facilitator. The principal must take an active role in the reading program, in the teachers' theoretical growth, and in parent communication. To do any less leaves the school without a central catalyst in the growth of literacy. (HOD)

ED 253 871 CS 208 773

Gates to Learning: Communication Arts. School Year Handbook (1983-84). Grade 4. Revised Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-515-X
PUB DATE- 83
NOTE- 270p.; For related documents, see CS 208 774-778. Appendix I is missing. Pages 153-159 of the document, which contained chapter on Weather Watching, were removed because of copyright restrictions.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; *Communication Skills; *Content Area Reading; Educational Assessment; *Evaluation Methods; Grade 4; Homework; Individualized Instruction; Integrated Activities; Intermediate Grades; Language Arts; Oral Reading; Parent Role; *Reading Instruction; Silent Reading; Teacher Role; Teaching Methods; Test Wiseness; *Writing Instruction

Intended as a teacher reference tool, this handbook is designed to support and enhance a variety of fourth grade communication arts-reading programs. The first part of the handbook contains sections that define and describe each of the components required in preparing a comprehensive communication arts reading program. Specific sections provide the following: (1) a general outline for a communication arts reading lesson, (2) a newspaper lesson, (3) strategies for assessing personalized/individualized instruction, (4) ways to use sustained silent reading and oral reading, (5) suggestions for meshing test-taking skills with instruction, (6) ways to incorporate reading into the content areas, and (7) discussions of the classroom environment, parents as partners, homework, recordkeeping, projects, and writing. The second part of the handbook contains thematic units and daily lessons that illustrate the interrelationship of listening, speaking, reading, and writing. Appendixes A through V provide additional activities and copies of assessment instruments. (FL)

ED 253 886 CS 208 797

Mueller, Lyn Zalusky; And Others

Teaching and Testing Our Basic Skills Objectives (T & T). Writing: Grades 4-12.

South Carolina State Dept. of Education, Columbia. Office of Research.

PUB DATE- Nov 84
NOTE- 166p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; *Curriculum Development; Elementary Secondary Education; Instructional Improvement; State Standards; *Teacher Role; Teaching Guides; Testing; *Writing Evaluation; Writing Exercises; Writing Improvement; *Writing Instruction; Writing Processes; *Writing Skills
IDENTIFIERS- *South Carolina Basic Skills Assessment Program

Intended to provide South Carolina educators with a tool for curriculum and instructional development that complements the assessment of the state writing objectives, this guide focuses on that part of the curriculum reflected in the state basic writing skills objectives. The various sections in the first part of the guide: (1) discuss the purposes of writing and the features of the Basic Skills Assessment Program (BSAP); (2) define the state-adopted BSAP writing objectives; (3) address the types of writing eligible for testing the in BSAP, and list and define the specific skills for each type of writing; (4) explain how to integrate the stages of the writing process with the BSAP objectives and types of writing; (5) provide a writing revision checklist that can be incorporated into the writing instruction; (6) discuss ways to integrate the writing process into instruction; and (7) offer sample activities for the different types of writing. The two major sections of the second part of the guide describe the test items, test administration procedures, score scales, and rater training and scoring processes, and provide student writing samples along with scoring rationales for the different types of writing. (FL)

ED 253 900 CS 504 837

Meussling, Vonne
The Multinational Challenge: A Public Relations Phenomenon.
PUB DATE- Oct 84
NOTE- 24p.; Paper presented at the Annual Meeting of the Public Relations Society of America (Denver, CO, October 14-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business; Case Studies; *Communication Problems; Communication Research; Communication Skills; Cultural Awareness; *Cultural Differences; Education Work Relationship; *Intercultural Communication; Interpersonal Communication; Job Skills; *Organizational Communication; *Public Relations; Speech Communication
IDENTIFIERS- *Multinational Corporations

To show that the bottom line for successful operation of a multinational company is understanding the cultural background of its employees and adapting to cultural change, this paper cites studies indicating that attitudes, communication, interpersonal skills, and motivation may be more important than technical skills in ensuring success in foreign countries. The paper reviews research showing the impact of cultural customs on multinational businesses and examines positive and negative cases involving cultural factors. It then stresses the need for more sophisticated communication techniques to keep pace with the increasing growth of multinational companies in the United States and abroad and with the cultural changes that these companies must be prepared to accept. The paper concludes that public relations students have the intellectual base necessary for consulting/communication positions in the multinational companies, and that these students need to prepare for global employment opportunities by taking more business courses, learning languages, and participating in internships with multinational companies. (Author/FL)

ED 253 914 CS 504 855

Boyd, Stephen D.
Helping by Consulting.
PUB DATE- Apr 85
NOTE- 6p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Development; Communication Skills; *Consultants; Inservice Teacher Education; Job Search Methods; Skill Development; *Speech Communication; Teacher Education; *Teacher Improvement
IDENTIFIERS- *Communication Consultants

To "consult" with teachers requires making the right people aware that the consultant is available and that the consultant has something to contribute to their skills. Acquiring invitations for consulting work is the main obstacle consultants must overcome. They must get to know school administrators, curriculum supervisors, state department representatives, and other persons in a position to bring in consultants. One way to accomplish this is to offer consulting services to campus education personnel in charge of inservice programs. A second way is to teach graduate level courses, which frequently enroll elementary and secondary school teachers. A third way is to become part of the staff for training state employees. Suggestions that may be helpful in the programs conducted by consultants include the following: (1) condense classroom material to what can be covered in specific time blocks of one to three hours, (2) decide on an area of concentration and stay with it, (3) distribute a handout containing the basic principles of the session and the consultant's name and phone number, and (4) actively seek out opportunities to "help" by consulting. (HTH)

ED 253 970   EA 017 557

Berkowitz, Gary; And Others
The Development of a School Wide Computerized Uniform Discipline Reporting System.
PUB DATE- 20 Apr 84
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (Philadelphia, PA, April 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Problems; *Behavior Standards; Computers; Computer Software; Confidential Records; Discipline; *Discipline Policy; Educational Research; Elementary Secondary Education; *Punishment; *Student Behavior; *Student Evaluation; *Student Records
IDENTIFIERS- New Jersey (Trenton)

A discipline code developed by the staff at the National Center for the Study of Corporal Punishment and Alternatives in the schools is outlined. Development of the code was preceded by a survey of teachers and administrators on their perceptions of pressing discipline issues. The issues selected from the survey were resubmitted to the teachers and administrators for rating, then the data were reanalyzed and refined. A codebook of offenses and discipline procedures was developed from this, and a pilot study was conducted in a junior high school for students with behavioral problems. The codebook is developed so teachers can quickly and accurately quantify rule violations. It lists seven major violation categories with attached descriptors for detailing offenses and a list of possible consequences. A codesheet is keyed to the codebook for teacher use. The codebook was further developed as a computer program for the Apple II. It is "user friendly" and works on a "menu format" with a security routine installed for confidentiality. After a trial period the computer program has been updated. This program has many possibilities for use in future research and teacher improvement as it makes discipline records instantaneously available. It also has the potential for misuse, and caution must be exercised to avoid using the data as an excuse to increase punitiveness toward students. A 9-item reference list is included along with three appendixes with examples of the program. (MD)

ED 253 986 EC 171 395

Holden, E. Wayne; And Others
The Treatment of Self-Injurious Behavior in Profoundly Retarded Autistic Children.
PUB DATE- Mar 84
NOTE- 22p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Autism; *Behavior Modification; Elementary Secondary Education; *Self Mutilation; *Severe Mental Retardation
IDENTIFIERS- *Self Injurious Behavior

Three aversive conditioning programs were conducted to deal with self-injurious behavior at a residential facility for autistic, brain damaged and retarded children and adolescents. In study 1, mild electric shock paired with a neutral stimulus was moderately effective in decreasing lip biting and head striking in an autistic 15-year-old. Case 2 featured a treatment program in which an array of mild to moderate response contingent aversive consequences were used interchangeably to decrease head banging and head striking in an autistic 9-year-old. In study 3, the hand biting of a 6-year-old with severe developmental problems was significantly reduced by a mild aversive stimulus. Explanations for differences in rate of improvement and maintenance of change were offered. In all three cases, quicker suppression and maintenance of change across time were related to the ability to learn alternative responses and changes in the topography of self-injurious behavior. (CL)

ED 254 003 EC 171 712

Cleek, M. Knox; And Others
Clarification of P.L. 94-142 for the Classroom Teacher.
LINC Resources, Inc., Columbus, Ohio.; Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE- Jan 78
NOTE- 62p.; For related documents, see EC 171 359 and EC 171 711-713.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compliance (Legal); *Disabilities; *Federal Legislation; *Teacher Role
IDENTIFIERS- *Education for All Handicapped Children Act

The guide is designed to help regular education teachers understand P.L. 94-142, The Education for All Handicapped Children Act. Information is organized around three major topic areas: (1) the background and major provisions of the law and regulations (including least restrictive environment, evaluation/placement, individualized education programs (IEPs), and funding); (2) effects of the law on the classroom teacher (answers to commonly asked questions about such aspects as IEPs, parent contact, architectural barriers, and class size); and (3) activities to help classroom teachers prepare to implement the law (gaining a better understanding of handicapped students, becoming aware of parents' and other professionals' roles under the law, and preparing nonhandicapped students for mainstreaming). Among appendixes are highlights of the regulations. (CL)

ED 254 019 EC 171 728

Edelsky, Carole; Rosegrant, Teresa

Interactions with Handicapped Children: Who's Handicapped?
  Sociolinguistic Working Paper Number 92.

Southwest Educational Development Lab., Austin, Tex.
PUB DATE- Nov 81
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; Interaction; *Language
  Acquisition; *Multiple Disabilities; Physical Disabilities; *Severe
  Disabilities

The paper reports on a case study of the language environments of two severely involved, non-oral cerebral palsied preschoolers. Observation of interactions, comprehension development, acquisition of productive signals and of use of supplementary communicative devices revealed deviances in language directed to severely multiply physically handicapped (SMPH) children which may have a profound effect on the developing communicative systems of these children. Peculiarities were noted in lexical and conceptual input, control of the interaction, (relationship of self to others) function of the interaction, and exposure to speech events. It is noted that there are "holes" in the lexical input of the language adults direct to SMPH children. One possible explanation for the gap in conceptual/lexical input may be adults' disinclination to "go half-way" with non-oral SMPH, their seeming lack of enthusiasm for an extensive acceptance of different levels of participation. The interactions of SMPH children are predominantly initiated and terminated by others, interactions seldom allow the SMPH student to express preferences or choices, and SMPH children are largely excluded from the conversational aspects of events. Findings stress the importance of the quality of adult-SMPH child interaction for the child's communicative progress. (CL)

ED 254 033 EC 171 742

Weissman, Carol Sacker; And Others
The Impact of Early Intervention, PL 94-142 and Other Factors on Mainstreaming. Final Report, 3/1/83-4/30/84.
Nassau County Board of Cooperative Educational Services, Westbury, N.Y.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 30 Jul 84
NOTE- 125p.; Submitted by the Office of Institutional Planning and Research.
GRANT- G008300028
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Education; Followup Studies; *Intervention; *Mainstreaming; Preschool Education; Student Adjustment; Success
IDENTIFIERS- *Early Intervention; Education for All Handicapped Children Act

Two separate studies were conducted to determine what factors contributed to and predicted mainstreaming of handicapped youngsters, and to study the impact of early intervention and P.L. 94-142 (the Education for All Handicapped Children Act) on mainstreaming. In Study A, 434 elementary-level special education student records were examined, and subsequent student placement 1 year later was recorded. Current IQ, data on the family's stability, and a rating of the student's hostile behavior, were the variables that tended to discriminate the most between handicapped youngsters who were placed in less restrictive educational settings and those who remained in a segregated special education school. Study B examined the impact of early intervention (no preschool, regular school, special education preschool) on educational placement in the mainstream continuum for 281 handicapped children, aged 5-8, and compared the amount and type of mainstreaming before and after the implementation of P.L. 94-142. No significant trends were found in either case. However, higher socioeconomic status of parents, regardless of type of early intevention, seemed to indicate a trend toward mainstreaming after the implementation of P.L. 94-142. (JW)

Johnson, Ron
Occupational Training Families. Their Implications for FE. An FEU Occasional Paper.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-946469-62-8
PUB DATE- Nov 84
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; Career Choice; *Career Education; *Continuing Education; Decision Making; *Educational Benefits; Educational Improvement; Educational Trends; *Education Work Relationship; Employment Potential; Futures (of Society); Job Skills; Job Training; *Occupational Clusters; Postsecondary Education; Teaching Methods; Training Methods; Vocational Education
IDENTIFIERS- *Great Britain; Occupational Training Families

This occasional paper appraises the implications of occupational training families (OTF) for further education (FE) in Great Britain. In the early sections, the document sketches the background of OTFs and appraises the advantages and disadvantages of the concept. In so doing, four possible approaches to helping young people acquire flexibility, versatility, and the ability to learn are described: through general education, occupational grouping, occupationally based training, and basic skills. The paper identifies OTFs as a variant that groups jobs by 11 key purposes and concludes that in providing a broad-based youth training, OTFs have no particular merit. The report also discusses the usefulness of OTFs to job competence, progression, and skill ownership; the conclusion is that OTFs could be disadvantageous to skill development. The report describes the ways in which FE relates to OTFs. It is felt that in some cases there is little to be gained by using the OTF listings, but that there is some value in using the concepts related to training for skill ownership. The document is intended to place OTFs in perspective and to assist FE teachers and others in evaluating the usefulness of OTFs. (KC)

ED 253 670 CE 040 612

Herdin, Terry; Stanley, Dale
Job Roles in Human Services. Volume 5: District Supervisor. Task Analysis in Human Services Special Project.
Camosun Coll., Victoria (British Columbia). Div. of Coll. Resources.
SPONS. AGENCY- British Columbia Dept. of Education, Victoria.; British Columbia Dept. of Human Resources, Victoria.
PUB DATE- Mar 82
NOTE- 132p.; For Volumes 1-8, see CE 040 608-615.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrative Principles; Adult Education; Behavioral Objectives; Caseworker Approach; *Caseworkers; Community Relations; Competency Based Education; Core Curriculum; *Counselor Training; Delivery Systems; Educational Needs; Foreign Countries; Higher Education; *Human Services; Interpersonal Competence; Job Analysis; Job Skills; Occupational Information; Personnel Management; Program Administration; *Supervisors; *Supervisory Training
IDENTIFIERS- British Columbia

This book of objectives, one of a series designed to provide a competency-based analysis of employment categories in human services, deals with the core competencies necessary for district supervisors. Addressed in the individual sections of the guide are the following skill areas: management skills, administrative duties, personnel relations, self-management, interpersonal skills, community relations, supervision and consultation, and knowledge of job duties. Each section contains a main objective and a series of enabling objectives that are cross-referenced to evaluation criteria and to independence and importance rating scales. The independence scale indicates the degree of supervision that an individual could expect when performing the job task. The scale of importance designates each objective as being either prerequisite (i.e., knowledge or skills that individuals must bring with them to be adequately prepared for the job role), critical (i.e., objectives that are essential to competent performance on the job--areas of skill or knowledge that individuals must possess to develop during their work experience), or enrichment (i.e., objectives that are not essential but add to a comprehensive understanding of the job and more flexible and skillful job performance). Also included in the guide is a discussion of the method used to identify the objectives. (MN)

ED 253 697 CE 040 677

Lindeman, Anne
State Concerns in the Future Development of Vocational Education. Occasional Paper No. 98.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 84
NOTE- 25p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC98--$3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Articulation (Education); Career Education; *Educational Improvement; Educational Innovation; *Educational Needs; *Educational Planning; Educational Trends; Employment Potential; *Futures (of Society); Job Skills; Postsecondary Education; Program Effectiveness; Program Improvement; Secondary Education; *State Programs; Statewide Planning; *Vocational Education
IDENTIFIERS- Arizona

Because of the rapid changes in the world of work, education is hard-pressed to meet society's needs. If education is to meet the needs of the future, it must not merely update, but radically change its model. Because technology changes the workplace so quickly, specific vocational skills are no longer a valid product of vocational education. Instead, vocational education should provide all students with generic skills that are flexible and transferable from one area to another. One state that has been attempting to meet this challenge is Arizona, where partnerships of business, industrial, and educational leaders have been meeting to determine needs and how to meet them. From these partnerships have evolved an emphasis on competency-based education, the provision of career development skills and employability skills, and better articulation between secondary and postsecondary educational institutions. One new program, called Jobs for Arizona Graduates, has successfully prepared high school students for jobs after graduation by helping them gain employability skills and focus on goals. Although Arizona's approach has been successful, it is but a beginning. Across the nation, leadership must emerge and educators must be willing to tackle the difficult issues and plan for the future. The system of education must change; the Nation's future depends on it. (A section of questions and answers is included in this report.) (KC)

ED 253 711 CE 040 695

A Guide for Planning Performance-Based Family Life Education in Home Economics Education Programs. Revised.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 83
NOTE- 285p.; For the original guide published in July 1980, see ED 209 529.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; Behavioral Objectives; *Child Rearing; Classroom Techniques; Community Resources; Competency Based Education; *Consumer Economics; Decision Making; Evaluation Criteria; *Family Life Education; Family Problems; *Home Economics; *Home Management; Instructional Materials; Interpersonal Relationship; Learning Activities; Lesson Plans; Money Management; Resources; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Methods; Vocational Education

This curriculum guide, an augmented and updated version of a guide developed at a June 1980 workshop, consists of materials for teaching a performance-based course in family life education. Addressed in the individual units of the guide are the following topics: establishing an independent family unit, managing interpersonal relationships, managing parenting decisions, using community resources, managing resources, and making consumer decisions and maintaining family unity. Each unit contains some or all of the following: a competency statement; a lesson plan consisting of cross-referenced performance objectives, performance guides, learning experiences and instructional resources; and a series of supplementary handouts, exercises, and information sheets. An annotated list of resources for family life education programs concludes the guide. (MN)

ED 253 796 CG 017 999

Feis, Carolyn L.

Relationships between Recidivism and the Reentry Experiences of Juvenile Offenders.

PUB DATE- Aug 84
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-27, 1984). For related research, see CG 017 998.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Adolescents; Correctional Rehabilitation; *Delinquency; *Recidivism; Secondary Education
IDENTIFIERS- *Reintegration

The transition from the restrictive prison environment to freedom has been related to stress and renewed criminal behavior. To examine the relationship betwen postrelease adjustment and recidivism, data from 27 juveniles' self-reports of the qualitative aspects of their release experiences were examined 1 year after their release. Subsequent detentions, reasons for detention, agencies requesting the detention, and the amount of time between the first studied detention/release and subsequent detentions were recorded. Results indicated that of the 27 participants, four were redetained only once (15 percent), while six (22 percent) were redetained twice, and one was redetained three times within 1 year. Over 63 percent of those redetained were charged with violation of probation and court orders. The smoothness of the transition experience as reported by the youths was negatively correlated with the likelihood of recidivism. No relationship was found between the amount of time in detention and recidivism, between placement location and recidivism, or between the amount of time in the community and the amount of time of the subsequent detention. Some of the findings of this study are consistent with what is indicated in the literature on the recidivism of adults. (LLL)

ED 253 811 CG 018 014

White, Arden

Opinions from a Sample of Counselor Educators about Microcomputers.

PUB DATE- Oct 84

NOTE- 20p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Assisted Instruction; *Computer Oriented Programs; *Counselor Educators; Counselor Training; Higher Education; *Microcomputers; Surveys; *Use Studies

Within counselor education, attention to computer-assisted instruction, and to the use of microcomputers is just beginning. To collect information about counselor educators' use of microcomputers and to solicit opinions about the possible influence of this technology on counselor education curriculum and programming, a questionnaire was sent to 180 counselor educators stratified by rank and degree program; 88 questionnaires were returned. A shortened version was sent to those who had not replied in the first sample and to a new sample of 90 persons, producing an additional 73 returns for an overall sample of 161. Results showed that a microcomputer was available at work to 72.3 percent of the respondents. Of that group, 59.1 percent used the equipment for one or more purposes. Of those who used a microcomputer at work, 75.4 percent did word processing. The next most common usage (50.7 percent) was instructional enhancement. The curricular components most often mentioned as likely to change were career/educational information (N=38), measurement/evaluation (N=24), and research/statistics (N=23). Interactive programs were mentioned by six respondents. Forty-eight respondents indicated they were investigating acquiring a personal system, 47 stated plans to take a course, workshop or other training, and 27 stated they had no plans to develop any microcomputer involvement. While the opinions of counselor educators were diverse, there were no differences across rank/age groups or programs. (LLL)

ED 253 927 EA 017 501

Jones, Thomas N.
Governance.

PUB DATE- 84
NOTE- 18p.; Chapter 1 of: The Yearbook of School Law, 1984 (EA 017 500).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Board of Education Role; *Boards of Education; *Court Litigation; Disclosure; Educational Administration; Elections; Elementary Secondary Education; Federal Courts; *Governance; Legal Responsibility; Meetings; Public Education; School District Autonomy; School District Reorganization; School Districts; *School Law; State Courts; Student Transportation
IDENTIFIERS- Board of Education Members

Decisions made by federal and state courts during 1983 concerning school board and school district governance are reported in this chapter. Topics addressed include the powers and responsibilities of state and local boards of education; public access to board meetings; school boards' rights to make campaign contributions; the election, appointment, and recall of school board members; the organization of school districts; and student transportation. (PGD)

ED 253 941 EA 017 520

Michigan K-12 Program Standards of Quality.
Michigan State Board of Education, Lansing.
PUB DATE- Oct 84
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Bilingual Education; Communication Skills; Compensatory Education; Counseling; *Curriculum Development; Educational Administration; *Educational Development; Educational Facilities; *Educational Quality; Elementary Secondary Education; *Evaluation; Graduation Requirements; Health Education; Instructional Improvement; Mathematics Education; Migrant Education; Music Education; Parent School Relationship; Physical Education; Scheduling; Science Education; Second Language Instruction; Social Studies; Special Education; Staff Development; *Standards; Teacher Education; Time Management; Time on Task; Visual Arts; Vocational Education
IDENTIFIERS- *Michigan

This resource document outlines the expectations and standards for kindergarten through 12th-grade educational programs in the state of Michigan. Developed over several years in cooperation with representatives from 33 state organizations and local school district staffs, the standards suggest expectations for educational programs that may be used as a self-assessing tool for school improvement. The specific standards used in this document do not include items required by state or federal law, rule, or regulations. The components of the standards of quality are presented in six sections: (1) school improvement process; (2) district-level programs; (3) building-level programs; (4) subject time-allocation suggestions; (5) classroom level and subject specific areas (communication skills, mathematics, science, social studies, physical education, music, visual arts, health, and foreign language); and (6) special need areas (compensatory education, migrant/bilingual education, gifted/talented education, special education, vocational education, and juvenile rehabilitation programs). Each section contains specific steps to follow to achieve the desired standards. Included with the document is an extensive appendix in 17 sections containing future discussion and research regarding the program components. The state board of education anticipates that these standards will continue to be reviewed and upgraded in the future. (MD)

Ehrhardt, Margaret W.; Griffin, Mary Frances
Administrator's Guide to the Media Center.
South Carolina State Dept. of Education, Columbia.
PUB DATE- 84
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; *Audiovisual Centers; Autoinstructional Aids; Certification; *Educational Media; Educational Technology; Elementary Secondary Education; Learning Laboratories; *Learning Resources Centers; *Media Specialists; Multimedia Instruction; Nonprint Media; *Program Administration; State Standards
IDENTIFIERS- South Carolina; South Carolina Department of Education

The purpose of this publication is to provide principals with guidelines to be used in the development of functional media center programs. Five elements are required before this goal can be achieved: adequate facilities, well-trained media specialists, appropriate collections, active media programs, and supportive budgets. Accordingly, advice is offered on the roles of the media center, principal, media specialist, and faculty, and guidelines are provided for the media center facility, materials, media program, and media center budget. Also included are the current certification requirements for media staff and an instrument for evaluating staff performance. (TE)

ED 253 684 CE 040 653

Miles, Mamie Rose; Frank, Louise

World of Work--Personality Development. Kit No. WW-703. Instructor's Manual. Revised.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.

PUB DATE- 84
NOTE- 26p.; For an earlier version of this document, see ED 169 321. For other related documents, see CE 040 651-656. Revised by Louise Frank.
GRANT- SC-5058-76-I-211-0330
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Employment Potential; Individual Characteristics; Job Skills; *Learning Activities; *Personality Assessment; *Personality Problems; *Personality Traits; Prevocational Education; Secondary Education; State Curriculum Guides; Teaching Methods; Transparencies; Vocational Education; Work Attitudes
IDENTIFIERS- South Carolina

This instructor's manual contains activities for teaching students about desirable and objectionable personality traits, the role that physical appearance plays in the way that others perceive them, business manners, and character traits. It is designed for use in three to four periods in classes in prevocational education in South Carolina. The guide describes the activities, sets goals for student attainment, provides instructional objectives to meet the goals, and then gives directions for implementing the activities (including materials and resources required, class preparation, and class presentation). The guide also contains 3 student worksheets and 15 transparency masters which are suitable for duplication. (KC)

ED 253 782 CG 017 984

Campbell, Robert B.
Assessing Effectiveness of DISCOVER in a Small Campus Career Development Program.

PUB DATE- 83
NOTE- 16p.; For related document, see CG 018 011.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Exploration; *Career Guidance; *College Students; Higher Education; *Program Effectiveness; Small Colleges
IDENTIFIERS- Computer Assisted Guidance; *DISCOVER System

To test the effectiveness of the DISCOVER computer-based career development system, 46 college students completed the Survey of Career Development, the Information-Seeking Behavior Log, and the Self-Assessment of Confidence and Progress in Educational/Career Planning. The instruments were administered as pre- and post-treatment indicators to two treatment groups and a control group. One treatment group used the DISCOVER system with no additional treatment; the second group participated in a 5-week Career Exploration Workshop and used DISCOVER in conjunction with the workshop. Results showed that participants in the two treatment groups compared to the no-treatment control group improved significantly on seven of nine scores. DISCOVER seems to be effective in assisting students in their career planning, and to be a positive supplement to existing career development programming. (Author/LLL)

Burckhardt, Carol S.
The Impact of Arthritis on Life Satisfaction of Older Adults.
PUB DATE- 17 Nov 84
NOTE- 18p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Life Satisfaction; Locus of Control; Models; Negative Attitudes; *Older Adults; Physical Health; Predictor Variables; Self Esteem
IDENTIFIERS- *Arthritis; Pain

Poor health has been implicated as a suppressor of the life satisfaction of older adults. To clarify the contribution of arthritis to this process, functional disability, negative affect, pain, current severity of the disease, self-esteem, perception of general health, and internal health locus of control, were placed within a causal model as predictors of life satisfaction. Interviews were conducted with 84 white, middle-class subjects over age 60 who had rheumatoid arthritis or osteoarthritis. Path analysis was used to sort out the relationships among the predictors and explain their effect on life satisfaction as measured by the Life Satisfaction Index-Z (Wood, Wylie, and Sheafor, 1969). The model explained approximately 40 percent of the variance in life satisfaction. Pain, negative affect, functional disability, and a sense of internal control over health were significant contributors. A higher degree of pain was significantly predictive of both negative affect and the perceived severity of the disease. Thus, specific arthritis-related problems were the major suppressors of life satisfaction in this sample. These results suggest that the life satisfaction of older adults with arthritis may be enhanced by effective self-management strategies that focus on pain control, functional independence, and reduction of negative feelings. (Author/JAC)

ED 253 857 CS 007 935

Hart, Margaret
Teaching Reading and Creative Writing: A Language Experience
Approach. Reprint R-20.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Sep 82
NOTE- 108p.; Occasional marginal legibility.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adults; *Creative Writing; Elementary Secondary
Education; *Language Experience Approach; Prior Learning; *Reading
Instruction; *Remedial Reading; *Teaching Methods; *Writing
Instruction

Based on the theory that learning takes place if the learner is able to relate new knowledge to something already known, the course of study described in this booklet consists of recording stories dictated by individual students and using these stories as a basis for teaching reading and creative writing to students from preschool through adult levels. The first part of the booklet provides an overview of the course, which was developed for use with Belizean students in a Peace Corps program; discusses problems these students had with English verb tenses and cultural aspects of the stories they produced; and describes teaching methods, primarily drawn from the language experience approach, used with the students. The second part of the booklet contains sample lessons, word cards, vocabulary lists and student stories, while the final part contains materials used to teach phonics, vocabulary, word configuration, and story vocabulary in different contexts. (FL)

ED 253 901 CS 504 340

Brownell, Winifred W., Watson, Arden K.

Creating a Speech Communication Laboratory in a University Retention Program.

PUB DATE- 2 Nov 84

NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Attitude Change; Basic Skills; Communication Apprehension; Communication Research; Declining Enrollment; Enrollment Trends; Higher Education; *Learning Laboratories; Program Descriptions; *Program Development; Program Evaluation; *School Holding Power; Skill Development; *Speech Communication; *Speech Instruction; Speech Skills; Student Attitudes; *Student Evaluation

Acknowledging that one of the most difficult challenges postsecondary educators must face is the maintenance of adequate student enrollment, this paper describes the creation of a speech communication laboratory as one component of a university-wide effort to maximize student retention. The paper first discusses several suggestions researchers have made to enhance student retention in college, then describes the creation of the laboratory. This description includes the laboratory objectives, the faculty involved, and the planning and procedures. Next, the paper describes the procedures for assessing communication apprehensive students in order to plan the appropriate lab services, and gives the results of the assessment questionnaire. The paper concludes with a description of the first year of laboratory operation, and some recommendations for improvement in the operation based on its first-year experience. (HTH)

ED 253 915   CS 504 856

Tanno, Dolores V.; And Others

Communication Movement in the Organizational Socialization Process.

PUB DATE- Feb 85

NOTE- 27p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Acculturation; Business; *Communication Skills; *Models; *Organizational Communication; Rhetorical Criticism; Social Integration; *Socialization; Speech Communication; *Vocational Adjustment; Work Environment

Noting the importance of communication to the socialization process of individuals entering organizations, this paper examines how individuals move through different communication modes and make use of different communication skills as they progress from newcomers to organizational members. To accomplish this, the paper uses aspects of interpersonal relationship theory to understand uncertainty reduction in the phases of socialization and then reviews the literature on the phases of organizational socialization, using these phases to develop a model of communication movement in the organizational process. The paper also presents specific skills that facilitate an individual's successful integration into an organization and discusses the implications of the model for both organizations and the rhetorical criticism branch of the field of speech communication. (FL)

ED 253 928 EA 017 502

Beckham, Joseph C.
Employees.
PUB DATE- 84
NOTE- 37p.; Chapter 2 of: The Yearbook of School Law, 1984 (EA 017 500).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrators; Civil Liberties; Civil Rights; Contracts; *Court Litigation; Dismissal (Personnel); Due Process; Elementary Secondary Education; Employer Employee Relationship; Equal Opportunities (Jobs); Federal Courts; Government Employees; *Labor Relations; Legal Responsibility; Public Education; Reduction in Force; *School Law; School Personnel; State Courts; Teacher Certification; Teacher Discipline; *Teacher Employment; Teachers; Tenure
IDENTIFIERS- First Amendment

Decisions made by federal and state courts during 1983 concerning the employment, dismissal, and tenuring of the employees of public agencies--in particular, public schools--are reported in this chapter. The chapter first addresses discrimination in employment based on race, sex, age, or physical limitations and notes that the shifting burden of proof in discrimination cases involving alleged violation of federal statutes continues to dominate litigation in the public employment sector. Considered next are cases involving employees' rights to freedom of speech and association, the most frequently pressed substantive constitutional claims in cases involving adverse employment decisions. Other topics covered include the application of procedural due process in cases involving employees; the dismissal and discipline of employees for insubordination, unacceptable conduct, or incompetence; the application of acceptable procedures during reductions in force; disputes over contract provisions; factors affecting tenure; and teacher certification and decertification. (PGD)

ED 253 987 EC 171 396

Wakefield, John F.
Towards Creativity: Problem Finding in a Divergent-Thinking Exercise.
PUB DATE- 28 Mar 85
NOTE- 16p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (31st, Atlanta, GA, March 28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Creative Thinking; *Creativity; *Divergent Thinking; Intermediate Grades; Problem Solving; Talent Identification

Conditions which call for the discovery of a problem were introduced in a divergent-thinking exercise by inserting blank cards in Pattern Meanings and Line Meanings, two tests from the Wallach and Kogan battery. Twenty-three fifth graders were administered the modified tests and responded divergently to their own patterns and lines as well as to the presented ones. Correlation of average numbers of responses with scores on the Group Inventory for Finding Creative Talent and the Wechsler Intelligence Scale for Children (Revised) Vocabulary subtest revealed a significant relationship between responses to personal drawings and creative attitudes and values (but not intelligence). Just the opposite was true for responses to presented drawings. Findings offer added evidence that freedom to discover and solve problems appears to be the primary condition of creative performance. (Author/CL)

ED 254 004 EC 171 713

Holland, Richard P.
Clarification of P.L. 94-142 for the Paraprofessional Support Staff.
LINC Resources, Inc., Columbus, Ohio.; Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE- Jul 80
NOTE- 35p.; For related documents, see EC 171 359 and EC 171 711-712.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Ancillary School Services; Compliance (Legal); *Disabilities; Elementary Secondary Education; *Federal Legislation; *Paraprofessional School Personnel; *Staff Role; *Volunteers
IDENTIFIERS- *Education For All Handicapped Children Act

The guide is designed to help paraprofessionals and support staff understand P.L. 94-142, The Education For All Handicapped Children Act. Information is presented for three major topic areas: (1) purpose and background of the law (including discussion of such major components of the regulations as individualized education programs (IEPs), due process, child find, and evaluation/placement); (2) effects of the law on paraprofessionals, support staff, and volunteers (answers to commonly asked questions about such aspects as staff responsibilities, IEPs, and liability); and (3) activities to aid in the preparation of paraprofessionals, support staff, and volunteers for implementation of P.L. 94-142 (becoming more sensitive to the nature and needs of handicapped students, learning to better manage behavior problems, and becoming more aware of teamwork). Highlights of the regulations are appended. (CL)

ED 253 645 CE 039 774

Moock, Lynn D.
Electronics/Robotics Displaced Worker Retraining and Technician Upgrade Training. Ohlone College Investment in People Project 1983-84. Evaluation Report.
PUB DATE- Oct 84
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Dislocated Workers; *Electronic Technicians; *Improvement Programs; Program Effectiveness; Program Evaluation; *Retraining; *Robotics; Trade and Industrial Education; Two Year Colleges
IDENTIFIERS- Ohlone College CA

An evaluator studied the effectiveness of the displaced worker entry-level and the upgrade components of the electronics/robotics training program. Since the program was a pilot project with attendant trials and errors, a user-focused process of evaluation was selected. Entry-level students, administrators, the counselor, and instructors completed questionnaires and were interviewed. Upgrade training participants were surveyed, and the instructor and project director completed questionnaires and were interviewed. Of the 28 displaced workers who began training, 18 completed the program. The assessment process provided a good indicator of who could succeed. The instructor thought the program length and pace were comparable to a private vocational school. Some students thought the pace was good, others thought it too fast. One month after the program ended, four students were employed. Eighteen people were enrolled in and completed a course, "Introduction to Robotics," which was designed for electronics technicians who wanted to learn about robotics. Enrollment was not as high as anticipated. Generally, the students were satisfied with the course. The instructor and some students thought the course should be offered in two semesters, not one. Suggestions were offered to funding sources and program operators when designing future retraining programs. (Data tables are appended.) (YLB)

ED 253 658 CE 040 575

Maier, Esther
Machine Tool--Metal Trades Competency Certificate. Final Report.
Blackhawk Technical Inst., Janesville, Wis.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- May 81
NOTE- 95p.; Title page reads "Machine Tool Trades Workshop Project Results and Descriptive Report. Curriculum Articulation Project, June 1981."
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *Competence; Competency Based Education; Cooperative Planning; Course Content; *Curriculum Development; Educational Needs; Employer Attitudes; Evaluation Criteria; Females; Institutional Cooperation; *Machine Tools; Metal Industry; *Metal Working; Nontraditional Occupations; Postsecondary Education; Program Improvement; Secondary Education; *Sex Fairness; Shop Curriculum; Student Recruitment; Technical Education; Trade and Industrial Education; Two Year Colleges; Vocational Education; Workshops

Because a need existed for better articulation between the metal trades programs offered at area high schools and at Blackhawk Technical Institute in Janesville, Wisconsin, a program of communication with the high schools was developed. This communication was expected to lead to a smoother transfer of students from one level of training to another, to establish a common element or core curriculum, and to serve the needs of industry in a more credible manner. During the project, a master list of machine shop/general metals competencies was drawn up, standards for core competencies were determined, a rating scale for evaluation of competencies was established, and a competency certificate to be used by students as a communication link between training programs and with future employers was designed. In addition, contact between educational levels was enhanced and career awareness among women about machine shop trades was promoted. Products created by the project included the competency-based curriculum, agendas for workshops that were presented in the area, and a slide-tape presentation aimed at young women. (Appendixes, which make up the bulk of this document, contain workshop letters and agendas, the final competency record document, and the machine tool trades slide-tape script.) (KC)

ED 253 712 CE 040 697

Issues in Associate Degree Nursing. Bridge to Success. Education and Service: A Partnership for Associate Degree Nursing.

Southern Regional Education Board, Atlanta, Ga.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 84
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Associate Degrees; Bachelors Degrees; Comparative Analysis; *Competence; Higher Education; Job Skills; *Nurses; Nursing; *Nursing Education; *Performance; Use Studies

This publication is a compilation of highlights from papers presented at the Associate Degree Nursing (ADN) project's regional conferences during 1983-84. Papers address pertinent issues in ADN education and practice. "AD Education: Are the Parameters Real?" (Julia Perkins) examines the parameters of associate degree nursing education from a historical perspective, in terms of what the literature says regarding the parameters of this type of education and practice, and by performance and use of graduates. "Transition Shock" (Anastasia Hartley) discusses the need for cooperative planning between education and service personnel to ease transition into the workplace. "AD Education: Parameters Espoused and in Use" (Georgeen H. DeChow and Jo C. Pierce) discusses the espoused parameters (what educators say) and describes those in use (what educators do). "Expectations of AD Graduates: An Educator's Perspective" (Sarah L. Etkin) uses the competency statements and premises of the National League for Nursing to describe the expected characteristics of ADN practice. "Bridges to Success" (Ann Larowe) also examines the parameters and philosophyy of AD education. "A Competency-Based Curriculum: Process at Kennesaw College" (Ann Crutchfield and Vanice W. Roberts) describes the process of competency development in the AD program. "Performance Differences in Graduates of Associate and Baccalaureate Degree Programs" (Annette Bairan, Leslie Brown, Pamela Chally, and Beverly Farnsworth) reports findings from a study conducted at the University of Vermont to demonstrate performance differences of graduates from AD programs versus baccalaureate programs. "Proposed Solutions to Issues in ADN" (Zeila W. Bailey and Dorothy Scott) suggests improvements for ADN education. "Expectations of AD Graduates: A Nursing Service Director's Perspectives" (Jacqueline Mardan) cites necessary skills and standards of performance. "The Reality of the Workplace" (Mona Raborn) stresses the need for leadership training. "An Educational Clinical Preceptorship" (Marianne Crouse, Emily Slunt, and Brenda Carter) and "An Internship Program" (Frances E. Casillo) describe these programs. "AD/BSN Conpetency Differentiation" (S. Joan Gregory) compares competencies of nurses from AD and Bachelor of Science in Nursing programs. "Opportunities for Success in the 80s" (Katherine Vestal) considers nurse utilization in a changing health care environment. "Clinical Competence Validation" (Carol Singer) summarizes a method of validating clinical competence of AD students. A bibliography concludes the document. (YLB)

ED 253 740 CE 040 742

Ward, Mary; Wolff, Warren
An Assessment and Projection of Needed High Technology Training Programs in Colorado. Executive Summary.
Western Occupational Research Corp., Boulder, CO.
SPONS. AGENCY- Colorado State Board for Community Colleges and Occupational Education, Denver.
PUB DATE- Nov 84
NOTE- 26p.; Survey instrument (Appendix B) contains marginally legible type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Basic Skills; *Educational Needs; *Employment Projections; Engineering Technicians; Futures (of Society); Higher Education; *Industry; Job Skills; *Job Training; *Labor Needs; Postsecondary Education; Secondary Education; State Surveys; *Technological Advancement; Vocational Education
IDENTIFIERS- *Colorado

A study determined labor market needs of high technology firms in Colorado. It assessed such needs in relation to present and projected output of vocational education and training programs and developed recommendations for policies and programs to meet industry training needs at the vocational training level. Data were collected through on-site and telephone interviews. Training needs were documented by first focusing on actual recent hires and then asking firm representatives to project needs for the same job titles over the next one- to three-year period. A great need for engineering technicians and assemblers was projected. Sources of employees projected to be hired were (from greatest to least) other Colorado firms, out of state firms, graduates from vocational education schools, four-year-college graduates, and on-the-job training and classroom training. High technology firms offered recommendations regarding basic skills, technical skills, job skills, cooperative and internship programs, clerical programs, industrial process control, cable technology, computer literacy, computer-assisted design and manufacturing, telecommunications, robotics, biomedical technology, entrepreneurship training, and aerospace. Suggested development actions included establishing (1) high technology training centers, (2) consistency between similar training programs throughout the state, and (3) high quality internship and cooperative job experiences. (The survey is appended.) (YLB)

ED 253 753 CE 040 792

A Compilation of Federal Education Laws. Volume IV--Vocational Education, Job Training, Rehabilitation, and Related Statutes as Amended through December 31, 1984.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Dec 84
NOTE- 275p.; For earlier volumes, see ED 056 409, ED 108 311, and ED 234 684.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; Adult Programs; Adult Vocational Education; Disabilities; Disadvantaged; Dislocated Workers; Educational Development; *Educational Finance; Educational Legislation; Educational Research; *Employment Programs; Federal Aid; *Federal Legislation; Federal Programs; *Job Training; National Programs; Postsecondary Education; Research and Development; Secondary Education; *Vocational Education; *Vocational Rehabilitation; Youth Programs
IDENTIFIERS- Food Stamp Act 1977; Helen Keller National Center Act; Internal Revenue Code; Job Training Partnership Act 1982; National Apprenticeship Act 1937; Rehabilitation Act 1973; Social Security Act; Vocational Education Act 1963; Wagner Peyser Act

This volume is a compilation of the texts of nine Federal education laws, specifically vocational education, job training, rehabilitation, and related statutes. Part I contains one law related to vocational education--the Carl D. Perkins Vocational Education Act 1984 (originally, Vocational Education Act of 1963). Part II provides the texts of six laws concerning job training programs: Job Training Partnership Act; Wagner-Peyser Act; National Apprenticeship Act; Internal Revenue Code of 1954 (various provisions relating to work incentives and targeted job credit programs); Social Security Act, Titles IV and IX; and Food Stamp Act of 1977 (Workfare Provisions). Part III contains two laws related to rehabilitation: Rehabilitation Act of 1973 and Helen Keller National Center Act. Alphabetical listings of statutes contained in this volume and earlier volumes are included. (YLB)

ED 253 768 CE 040 820

Brock, Howard

Service Occupations Cluster Brief. Vocational Education in Oregon.

Oregon State Dept. of Education, Salem.

PUB DATE- Nov 84
NOTE- 8p.; For related documents, see CE 040 810-819.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; *Course Content; Course Organization; *Criteria; Curriculum Development; *Educational Objectives; Educational Planning; Occupational Clusters; Program Descriptions; *Program Development; Program Improvement; Secondary Education; *Service Occupations; State Curriculum Guides; State Programs; *Statewide Planning; Vocational Education
IDENTIFIERS- *Oregon

This guide sets forth minimum approval criteria for service occupations cluster programs in Oregon. The information in the guide is intended for use by district-level curriculum planners, teachers, regional coordinators, or state education department staff involved with new program development or revisions of existing programs. The guide outlines the instructional content of service occupations education programs in terms of program descriptions, areas for training, program goals, course/content goals, and sample performance objectives. Course titles and descriptions are also included for the four service occupational subclusters: (1) ("Education" is a one-year "cadet" program for students interested in exploring teaching as a career by working with classroom teachers; (2) "Protective" is a one-year program for students interested in a career in fire or law; (3) "Personal" deals with cosmetology or barbering; and (4) "Military" consists of a three- or four- year Junior ROTC program. A section on organizational options is designed to illustrate a few of the many ways to deliver the minimum instructional content required for an approved vocational cluster program. Content is illustrated by course titles for the instructional levels to recognize that students from different grades may enroll in one or more levels of a program. (KC)

ED 253 797 CG 018 000

Practice Related Family and Child Welfare Course for Bachelor of Social Work Curricula.

Virginia Commonwealth Univ., Richmond. Region III Child Welfare Training Center.

SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- Jul 81
NOTE- 174p.; For related documents, see CG 018 001-003.
GRANT- 90-CT-1969(03)
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Welfare; *Course Descriptions; *Curriculum Development; Curriculum Guides; *Family Programs; Higher Education; Placement; Prevention; *Resource Materials; *Social Work; Undergraduate Study; Welfare Services

This course outline is intended as a starting point for developing or improving and expanding an existing family and child welfare course in a baccalaureate social work program. The placement of the child welfare course in the curriculum is discussed, with suggestions for appropriate background knowledge/course work, time allotments for the proposed modules, and alignment with a field placement. The course outline content is grouped into four modules: (1) Home-Based Services for Children and Families/Prevention of Out of Home Placement; (2) Protective Services for Children; (3) Permanency Planning; and (4) Residential Child Care. Each module covers from four to seven topic areas. The format for the outline consists of two parts: Student Outline and Readings, and Instructor Notes and Additional Readings. These run parallel, dealing with the same topical material. A section entitled "Selected Course Readings," at the end of the outline, provides annotations for the readings asterisked in the outline. The appendix includes selected learning exercises, case examples, and the handouts which are referred to in the body of the course outline. (BH)

Cohen, Diane

Do First and Later Borns Agree with Psychologists?

PUB DATE- Mar 85
NOTE- 54p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (31st, Atlanta, GA, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Birth Order; Higher Education; *Personality Traits; Sex Differences; Siblings; Undergraduate Students; Whites
IDENTIFIERS- *First Born; Questionnaires; Tennessee Self Concept Scale; Toman (Walter)

Research has found firstborns to be more ambitious, rule-oriented, authority-oriented, helpful, and responsible, and less oriented toward peers, their own needs, social activities, and group cooperation than are laterborns. To explore whether those occupying different birth order positions perceive themselves as psychologists have described them, 85 undergraduates (45 males, 40 females) participated in a study. All participants were white, American, 18 years of age or older, and from two-child families in which no siblings were deceased. Both parents were alive and lived together at least through the subject's 12th year, and no adults other than the parents lived in the home. The subjects provided background information, answered a forced-choice questionnaire, chose one of four descriptions that best described themselves (from Walter Toman's descriptions of personality patterns associated with birth order positions), and completed the Tennessee Self-Concept Scale. Results indicated that firstborns with the same sex sibling perceived themselves as more like firstborns than did those with a different sex sibling. Firstborn females with the same sex sibling reported more positive self-concepts than did firstborn males with the same sex sibling. Firstborns with the same sex sibling ascribed more firstborn characteristics to themselves than any other group. In describing themselves as psychologists describe them, firstborns demonstrate their greater conformity to the established point of view. The appendix includes Toman's descriptions of female and male personality types and questionnaires used in the project. (LLL)

ED 253 842 CG 018 107

Alexander, Karl L.; And Others
For Whom the School Bell Tolls: The Impact of Dropping Out on Cognitive Performance. Report No. 356.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 42p.
GRANT- NIE-G-83-0002
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Comparative Analysis; Dropout Research; *Dropouts; *High School Students; *Outcomes of Education; Performance Factors; School Role; Secondary Education
IDENTIFIERS- Impact Studies

Although much has been written about the ineffectiveness of schools in imparting cognitive skills, there is little reliable knowledge by which to judge such claims. While the typical school effectiveness study focuses on variation in educational outcomes between organizational units, there have been few studies which compared "school" and "non-school" populations. The purpose of this paper is to assess the contribution of formal schooling to cognitive development. Using data from the sophomore cohort of the High School and Beyond project, patterns of cognitive development for graduates and dropouts over a 2-year interval were compared. With the effects of social background, sophomore test performance, and prior academic adjustment controlled, the average difference in cognitive test performance that may be attributable to the effect of staying in school is about one-tenth of a standard deviation. Moreover, dropping out of school has its most severe negative effects upon disadvantaged students. (Author)

ED 253 872 CS 208 774

Gates to Learning: Communication Arts, School Year Handbook (1983-84), Grade 5 Extension. Experimental.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 83
NOTE- 285p.; For related documents, see CS 208 773-778.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childhood Attitudes; Childhood Interests; Classroom Environment; *Communication Skills; *Content Area Reading; Curriculum Development; Grade 5; Individualized Instruction; *Integrated Activities; Intermediate Grades; Language Arts; Listening Skills; Oral Reading; Parent Role; *Reading Comprehension; Reading Instruction; *Remedial Reading; *Self Concept; Silent Reading; Speech Skills; Teacher Role; Test Wiseness; Writing Instruction

Designed as a guide for remedial teachers, this handbook offers strategies for imparting standard fifth grade curriculum content, even as students are improving their reading, writing, speaking, and listening skills. The first part of the handbook contains (1) guidelines for teacher planning and for using assessment for instructional planning; (2) descriptions of a whole-class reading lesson, word banks, brainstorming, a small-group individualized tutorial, and ways to improve test taking skills through instruction; and (3) tips for using the library and trade books, a newspaper lesson, sustained silent reading, homework, and various forms of writing. The second part contains nine instructional modules, each of which consists of a series of related lessons based on a single theme or topic. Appendixes contain supplementary activities and assessment instruments. (FL)

ED 253 887 CS 208 798

Advisory Listing of Microcomputer Language Arts Programs Correlated to Grades 1-8 Basic Skills Assessment Program (BSAP) Objectives.
South Carolina State Dept. of Education, Columbia. Office of Instructional Technology.
PUB DATE- Feb 85
NOTE- 66p.; Developed by the Microcomputer Language Arts Advisory Committee. Cover page title: Language Arts Software BSAP Correlation, Grades 1-8.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Educational Objectives; Elementary Education; *Language Arts; Microcomputers; Reading Instruction; Writing Instruction
IDENTIFIERS- Software Evaluation; South Carolina Basic Skills Assessment Program

Designed for use by South Carolina school districts planning to include microcomputer language arts software for grades one through eight in teaching the Basic Skills Assessment Program (BSAP) objectives in grades one through eight, this booklet presents titles of software programs given a favorable review by review services, and correlates them with the BSAP reading and writing objectives. Following an introductory section that describes the correlation system and lists the BSAP objectives, the sections of the booklet are divided as follows: (1) reading software BSAP correlation, (2) writing software selection, (3) word processing software selection, (4) Cognitive Skills Assessment Battery (CSAB) selection, (5) South Carolina Department of Education BSAP objectives, (6) software evaluation checklist, (7) software evaluation checklist explanation, and (8) name and address of curriculum systems containing microcomputer software in reading and writing. (HTH)

ED 253 957 EA 017 538

Greene, Brenda Z.
Improve the Quality of Teaching in Your Schools.
PUB DATE- Mar 85
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Ladders; *Counseling; Dismissal (Personnel); Elementary Secondary Education; Intervention; *Merit Pay; Relocation; Supervisors; *Teacher Education; *Teacher Evaluation; *Teaching Skills
IDENTIFIERS- Employee Assistance Programs; Peer Evaluation Program

Teacher quality can be improved through teacher evaluation, intervention programs, incentives or rewards, and counseling. In the Toledo, Ohio, peer evaluation program, evaluation and staff development go hand in hand. The program was developed through a collaborative and cooperative process and uses teacher consultants to evaluate and supervise new teachers and veteran teachers experiencing difficulties. Other schools use inservice systems to develop and improve teaching skills. Some teaching institutions are beginning to offer warranties with their teacher graduates. Superior and excellent teachers have been rewarded through career ladders, pay bonuses, and merit pay programs. A merit pay program in Evanston, Illinois has worked because it was developed collaboratively with the local teachers association and because its evaluation committees have a teacher majority. When evaluation leads to a judgment of incompetence and the teacher does not improve, the obvious decision to dismiss can be difficult, costly, and time-consuming. Administrators need to know proper documentation procedures and have good counseling skills. Some schools have developed employee assistance programs for teachers with personal problems, and some provide career relocation assistance in lieu of dismissal. School boards need to develop a comprehensive program to achieve teacher performance improvement and address the problems of incompetent teachers. (MD)

Substitute Teachers. The Best of ERIC on Educational Management, Number 79.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 85
NOTE- 5p.
CONTRACT- 400-78-0007
AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, Center for Advanced Technology in Education, 1787 Agate Street, Eugene, OR 97403 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Cooperation; Educational Innovation; Educational Research; Elementary Secondary Education; Guides; *Improvement Programs; *Literature Reviews; Program Effectiveness; *Program Evaluation; School Surveys; *Substitute Teachers; *Teacher Administrator Relationship; *Teacher Effectiveness

This annotated bibliography reviews 12 publications dealing with substitute teaching, including an article listing at least five ways principals can avoid problems with substitute teachers, a guidebook providing detailed advice for substitute teachers, an article suggesting community people with special knowledge be called in as an alternative to hiring a substitute, two articles on increasing the effectiveness of substitute teachers, and a description and analysis of a college sociology professor's experiences as a substitute teacher. Other articles give advice for devising strategies to make substitutes an effective part of the school's mission; report the results of a comprehensive survey of substitute programs in 1,728 school districts; describe examples of innovative programs that have proved to be successful in improving the quality of substitute teaching; describe a Houston program for training effective substitutes; give advice to regular teachers, department chairpersons, and administrators on what exactly a substitute can or cannot do and on the cooperation necessary to integrate substitutes into the regular classroom without disruption; and offer a checklist to evaluate a substitute teacher program. (DCS)

ED 254 020 EC 171 729

Services for Mentally Retarded Persons: Joint Hearing before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources and the Subcommittee on Labor, Health and Human Services, Education, and Related Agencies of the Committee on Appropriations. United States Senate, Ninety-Eighth Congress, Second Session on Recommendations to Improve Services for Mentally Retarded Citizens (July 31, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on Appropriations.; Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- S-Hrg-98-1045

PUB DATE- 84

NOTE- 102p.; Parts may be marginally legible due to small, light print.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Community Programs; *Deinstitutionalization (of Disabled); Federal Legislation; Hearings; *Mental Retardation; Residential Programs; Sheltered Workshops

IDENTIFIERS- Congress 98th

The proceedings of this 1984 hearing presents recommendations to improve services for mentally retarded citizens. A report on conditions in intermediate care facilities for the mentally retarded is followed by statements of Senators L. Weicker, Jr., J. Randolph, and R. Stafford and by the Secretary of the U.S. Department of Health and Human Services (M. Heckler). Statements are also presented by the American Health Care Association, T. Gilhool (Public Interest Law Center of Philadelphia), C. Davis (Health Care Financing Administration), and R. Melzer (Vermont Department of Mental Health). Responses are included to questions by the committee on such topics as sheltered workshops, Medicaid funding, investigation of abuse and neglect in institutions, and deinstitutionalization. (CL)

ED 254 034 EC 171 743

Thompson, Ray H.
Teacher-Student Interaction Patterns Within the Learning Environment of Mainstreamed Classrooms. *Final Report.*
South Dakota Univ., Vermillion.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 82
NOTE- 51p.; For related document, see ED 232 364.
GRANT- G008103232
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Environment; Emotional Disturbances; *Interaction; Learning Disabilities; *Mild Disabilities; Mild Mental Retardation; *Teacher Behavior; *Teacher Student Relationship

The study examined teacher-student interaction patterns in 21 classrooms serving mainstreamed third and fourth grade mildly handicapped (mildly mentally retarded, mildly emotionally handicapped, and learning disabled) students. Three groups of target students were observed: nonhandicapped high achievers, nonhandicapped low achievers, and mildly handicapped mainstreamed students. Observational data were correlated with 16 characteristics of mainstreamed classrooms (including social environment, parent-teacher interaction, classroom management, instructional methods, curriculum flexibilty, and affective education). Multivariate Analysis of Variance was used to determine if an overall difference existed in teacher-student interaction among groups and canonical correlation to determine which elements of the classroom learning environments were related to patterns of teacher-student interaction. Results of the study and comparison with previous ones in Utah and South Dakota/Iowa are detailed. It is concluded that although there is substantial evidence that teacher-student interaction varies among the student groups observed, there is no strong evidence that general preferential treatment or treatment likely to result in better educational gains or a more effective learning environment is consistently provided to any single group of students. Among findings are that teacher feedback was generally neutral to all students when the feedback was about academic or procedural matters and that teachers were engaged in academic interactions with all student groups an average of only 60% of the time. (Author/CL)

ED 253 671 CE 040 613

Herdin, Terry; Stanley, Dale

Job Roles in Human Services. Volume 6: Rehabilitation Task Analysis in Human Services Special Project.

Camosun Coll., Victoria (British Columbia). Div. of Coll. Resources.
SPONS. AGENCY- British Columbia Dept. of Education, Victoria.; British Columbia Dept. of Human Resources, Victoria.
PUB DATE- Mar 82
NOTE- 108p.; For Volumes 1-8, see CE 040 608-615.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; Administrative Principles; Adult Education; Behavioral Objectives; Caseworker Approach; Caseworkers; Competency Based Education; Core Curriculum; *Counseling Techniques; *Counselor Client Relationship; Counselor Role; *Counselor Training; Delivery Systems; Educational Needs; Ethics; Foreign Countries; Higher Education; *Human Services; Individual Development; Job Analysis; Job Skills; Occupational Information; Placement; Program Development; Public Policy; Public Relations; Rehabilitation; *Rehabilitation Counseling; Self Actualization
IDENTIFIERS- British Columbia

This book of objectives, one of a series designed to provide a competency-based analysis of employment categories in human services, deals with the core competencies necessary for rehabilitation officers. Addressed in the individual sections of the volume are the following skill areas: human development and behavior, administrative skills, public relations, client development, personal development, client placement, system policies and relationships, ethical practice, and resource and program development. Each section contains a main objective and a series of enabling objectives that are cross-referenced to evaluation criteria and independence and importance rating scales. The independence scale indicates the degree of supervision that an individual could expect when performing the job task. The scale of importance designates each objective as being either prerequisite (i.e., knowledge or skills that individuals must bring with them to be adequately prepared for the job role), critical (i.e., objectives that are essential to competent performance on the job--areas of skill or knowledge that individuals must possess to develop during their work experience), or enrichment (i.e., objectives that are not essential but add to a comprehensive understanding of the job and more flexible and skillful job performance). Also included in the volume is a discussion of the methodd used to identify the objectives. (MN)

ED 253 698 CE 040 678

Campbell, Anne

Vocational Education in an Information Age: Society at Risk? Occasional Paper No. 99.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 84
NOTE- 24p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC99--$3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; Educational Finance; *Educational Improvement; Educational Innovation; *Educational Needs; *Educational Philosophy; *Educational Practices; Educational Trends; Futures (of Society); Policy Formation; Postsecondary Education; *Public Policy; *School Role; Secondary Education; Vocational Education
IDENTIFIERS- Excellence in Education; National Commission on Excellence in Education; *Nation at Risk (A)

Excellence is required in academic and vocational education to meet the challenges of an information age. There can no longer be divisiveness between the academic and vocational fields; cooperation is needed so students can see the connections between what they learn and what they will need to do on the job. The report issued by the National Commission on Excellence in Education, "A Nation at Risk," made five recommendations. The first recommendation was to require four years of English, three years of mathematics, science, and social studies, and one-half years of computer science in secondary education. These requirements do not preclude vocational courses; rather, the "new basics" are complemented by vocational education. The second recommendation urges schools and colleges to adopt more rigorous and measurable standards and higher expectations for academic performance and student conduct. High academic standards and assessment procedures must also apply to vocational education. The third recommendation is for better use of school time, whether longer days, longer years, or better use of time during the day. Additional school time would allow students to explore vocational courses and determine their occupational goals. The fourth recommendation of the report suggests higher pay and more evaluation of teachers. The Commission's endorsement of an 11-month teacher contract is consistent with vocational education's longstanding support for extended year contracts. The last recommendation of "A Nation at Risk" deals with questions of responsibility, funding allocations, and funding responsibility. The report says that educators as well as society at large will have to address these questions if excellence in education is to be attained. (Questions and answers regarding the Commission's study, particularly as it affected vocational education, are also contained in this document.) (KC)

Van Shelhamer, C.
Effectiveness of SOE in Montana's Vocational Agriculture Program.
Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.
SPONS. AGENCY- Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.
PUB DATE- Aug 84
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Educational Research; Experiential Learning; *Program Effectiveness; Secondary Education; State Surveys; Student Attitudes; *Supervised Farm Practice; Teacher Attitudes; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Montana

A study was designed to determine the strengths and weaknesses of Supervised Occupational Experience (SOE) in Montana and the extent to which vocational agriculture teachers were using it to enhance their students' education. The student population consisted of 144 vocational agriculture students who had submitted records on SOE projects. All vocational agriculture teachers in Montana with at least one year of teaching experience formed the teacher population. Although almost all vocational agriculture teachers said they required SOE, almost one-half of the students indicated they were not told of the requirement. Students reported that parents as well as teachers provided assistance in planning an SOE. Data indicated that recordkeeping and classroom instruction are the two areas in which teachers provide the greatest amount of assistance. On-site instructional visits were more frequent for seniors. Most students did not find the teacher's visits helpful. Students felt recordkeeping, decision making, planning, goal setting, and developing responsibility are the most important experiences gained by having an SOE. Both teachers and students reported that SOE was used to determine grades. Data revealed general agreement between teachers and students with regard to SOE. Implications of the study are noted and eight recommendations for Montana's vocational agriculture program are provided. (YLB)

Schmidt, William R.; And Others
Adolescent Suicidal Thinking.
SPONS. AGENCY- Texas Univ., Austin. Hogg Foundation for Mental Health.
PUB DATE- 84
NOTE- 14p.; Paper presented in the Sixth Annual Graduate Student Research Competition at the Annual Meeting of the Texas Psychological Association (Austin, TX 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Depression (Psychology); Emotional Problems; Research Methodology; Secondary Education; *Suicide
IDENTIFIERS- *Projection (Psychology)

Adolescent suicide is an important problem. Given ethical considerations, it is difficult to obtain data regarding the suicidal thinking of "normal" adolescents. To collect data concerning suicidal thinking without directly introducing the topic of suicide, 217 tenth through twelfth graders, divided equally according to sex, grade, and urban versus rural residence, recorded three responses they felt a character in an adverse life circumstance would be thinking about doing. Next, they were asked if they had ever thought about or done any of their three projected responses. Results showed that 60 percent of the subjects projected suicide onto the character. Of those projecting suicide, 55 percent indicated they had personally thought about suicide. Of the 130 subjects who projected suicide, 7 reported engaging in suicidal behaviors. Twice as many females as males projected suicide, suggesting that females were less reluctant to report suicidal thinking. Common circumstances associated with suicidal thinking were emotional problems (i.e., depression), and family, or peer problems. Suicidal thoughts occurred most often in grades 7 through 9, with a drop in frequency thereafter. Racial differences and modifications in scenarios designed to increase the subjects' identification with the characters in them might be considerations in future research. (Author/BH)

ED 253 858 CS 007 936

Kieras, David E.
The Role of Prior Knowledge in Operating Equipment from Written Instructions. Final Report.
Michigan Univ., Ann Arbor.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- FR-85/ONR-19
PUB DATE- 20 Feb 85
NOTE- 36p.
CONTRACT- N00014-84-K-0731
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Equipment Utilization; Knowledge Level; Memory; *Prior Learning; *Reading Comprehension; *Reading Research; *Transfer of Training; *Writing Skills
IDENTIFIERS- *Direction Following

A series of experiments investigated the role of prior knowledge in tasks involving the operation of equipment from written instructions. The experiments covered two situations. In the first, the prior knowledge was already possessed by the subjects before the experiments. The studies involved comprehension and memory of technical prose, expertise in descriptions of familiar and unfamiliar pieces of equipment, and expertise effects in following instructions that differed in organization. In the second situation, the prior knowledge was provided as part of the training involved in the experiments. These studies concerned the role of knowledge of how a system works and transfer of training from previously learned operating procedures to new procedures. The results support methodological, theoretical and practical conclusions. Methodologically, many traditional prose recall paradigms should be used with caution in the investigation of prior knowledge, and careful attention should be paid to the relationship between the knowledge being supplied to the subject and the exact tasks that the subject is expected to perform. Theoretically, the results support what is perhaps becoming the consensus model of cognitive architecture, namely the ACT class of theories described in Anderson's most recent textbook, the "Architecture of Cognition" (1983). Practically, the results provide a good foundation for future applied research on the arrangement, sequence and content of instructional materials. (FL)

ED 253 942 EA 017 521

Friesen, D.; Richards, D.
Organizational Stress Experienced by Teachers and Principals.
PUB DATE- Apr 84
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Background; Educational Environment; *Educational Research; Elementary Secondary Education; Foreign Countries; *Principals; Public Schools; *Public School Teachers; Questionnaires; School Size; *Stress Variables; Student Problems; Surveys; Teacher Attitudes; Teacher Background; Teacher Behavior; Teacher Student Relationship; *Work Attitudes; Work Environment
IDENTIFIERS- Alberta; Collegiality

This study examined the work-related stress experienced by principals and teachers in public schools. The researchers worked under the assumption that some of the stress related to a job situation comes from the environment. Condensed versions of two questionnaires developed by Williams (measuring stress experienced by teachers) and Jankovich (measuring stress experienced by principals) were mailed to a random sample of 300 teachers and 270 principals in the Alberta, Canada, province. The data were analyzed according to the problems posed by the study. Four observations made as a result of the findings may lead to a better understanding of occupational stress and research on stress in organizations: (1) the main stress factors identified were similar to those in previous studies, suggesting a stability of factor structures and the possibility that stress factors can be identified for work groups; (2) background variables did not contribute significantly to overall work stress--again, consistent with previous studies--suggesting that work-related stress is not related to background variables; (3) personal life stress, as in previous studies, failed to account for variance in overall work stress, suggesting work stress results from experiences on the job; and (4) a very significant difference occurs between teachers and principals in their stress experience. Teachers face frequent encounters with high stress, whereas principals infrequently encounter highly stressful situations. Nine tables and a reference list are included. (MD)

ED 253 916 CS 504 859

Schiller, Scott S.
Presidential Use of Television and the Reply Time Controversy.
PUB DATE- Apr 84
NOTE- 28p.; Paper presented at the Annual Meeting of the Central States Speech Association (Chicago, IL, April 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Broadcast Industry; Debate; Decision Making; *Federal Legislation; *Government Role; Mass Media Effects; Power Structure; *Programing (Broadcast); Public Speaking; Speech Communication; *Television; *Time Management
IDENTIFIERS- Communications Act 1934; *Controversy; Fairness Doctrine; Media Use; *Presidential Campaigns; Television Networks

Presidential use of television has significantly increased over the last 20 years, with most requests for air time being accepted. This has put out-of-power political parties at a disadvantage when attempting to gain support for their platform. Although Section 315 of the Communications Act of 1934 provides for some response time to uninterrupted presidential addresses, it applies only to addresses delivered prior to a presidential election, and only after the President has legally declared himself a candidate. The fairness doctrine fails to provide for a mandatory uninterrupted reply time, requiring only that opposing viewpoints be brought out in regular network programing. Network executives provide opposing parties response time to the President whenever they deem it necessary. These journalistic decisions are not based on compliance with any particular statute. Although there have been a few congressional attempts to require mandatory response time, most network officials feel that such decisions should continue to be made by the networks. With the present move for deregulation in the industry gaining so much support, network executives may soon become the sole determiners of whose point of view on critical issues the nation will hear. This brings up the old question of who, if anyone, should become the watchdog over the media. (HOD)

ED 253 988 EC 171 397

Fox, Robert A.; And Others

Undergraduate Attitudes towards the Developmentally Disabled: Impact of Volunteering.

PUB DATE- Aug 84
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984). Document will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Developmental Disabilities; Higher Education; *Student Attitudes; Undergraduate Students; *Volunteers

Thirty-three undergraduate students volunteered for a minimum of 20 hours in agencies serving the developmentally disabled (DD) as part of the requirements for a course on exceptional children; 10 additional students chose to complete a paper. A 40-item questionnaire pertaining to attitudes towards the DD population was administered prior to and following the volunteer experience. Significant attitudinal changes in a negative direction were found in both groups indicating a more realistic perspective towards the DD population. Students were strongly in favor of integrating the DD individual in the community but were more mixed regarding the same issue in the schools. Students overwhelmingly supported including a volunteer experience as part of a course on exceptionality. (Author/CL)

ED 253 646 CE 039 807

Henschke, John A.

New Directions in Facilitating the Teaching Role of Parents in the Sex Education of Their Children.

PUB DATE- 8 Nov 84
NOTE- 8p.; Paper presented at the National Adult Education conference (32nd, Louisville, KY, November 7-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; Adolescents; *Adult Education; Anatomy; Birth; Communication Skills; Curriculum; Dating (Social); Decision Making; *Family Programs; Hygiene; Parent Child Relationship; *Parent Participation; Physiology; Postsecondary Education; Preadolescents; *Pregnancy; Program Effectiveness; Program Implementation; Reproduction (Biology); *Sex Education; Values
IDENTIFIERS- *Intergenerational Programs

A family-oriented sex education course was developed for parents to take together with their children. The program, which is designed for young people between the ages of 9 and 17, is offered in separate sections for the following groups: mothers and their 9- to 12-year-old daughters, mothers and their 13- to 17-year-old daughters, fathers and their 9- to 12-year-old sons, and fathers and their 13- to 17-year-old sons. Five 2 hour sessions were provided for the younger group and six 2-hour sessions were provided for the older group. Through minilectures, films, discussions, activities, and games, the following topics were addressed: reproduction anatomy and physiology, body changes during puberty and adolescence, health and hygiene, pregnancy and childbirth, values and feelings, dating, and decision-making and communication skills. The program has been implemented successfully in various communities in the St. Louis and northwest Missouri area and has been featured in a documentary made for educational television and on a national prime-time news show. (MN)

ED 253 685 CE 040 654

Miles, Mamie Rose; Killingsworth, Linda
World of Work--Choosing a Career. Kit No. WW-704. Instructor's Manual. Revised.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 84
NOTE- 30p.; For an earlier version of this document, see ED 169 322. For other related documents, see CE 040 651-656.
GRANT- SC-5058-76-I-211-0330
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Career Choice; Career Education; Career Exploration; Classroom Techniques; *Decision Making Skills; Education Work Relationship; Interests; *Job Analysis; *Learning Activities; *Occupational Clusters; Occupational Information; Personality Assessment; Personality Traits; Prevocational Education; Secondary Education; State Curriculum Guides; Teaching Methods; Transparencies; Vocational Education; Vocational Schools
IDENTIFIERS- South Carolina

This instructor's manual contains activities for teaching students about occupational categories, job requirements versus personal characteristics, the steps to take in making an occupational choice, and the vocational training programs offered by area vocational centers. It is designed for use in six to eight periods in classes in prevocational education in South Carolina. The guide describes the activities, sets goals for student attainment, provides instructional objectives to meet the goals, and then gives directions for implementing the activities (including materials and resources required, class preparation, and class presentation). The guide also contains 4 student worksheets and 11 transparency masters for duplication. (KC)

ED 253 769 CE 040 827

Blinn, Lynn Marie; Pike, Gary R.

How Home Economics Undergraduates Picture Their Work Lives in the Year 2,000: Implications for Curriculum Development.

PUB DATE- Dec 84
NOTE- 30p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Research; Expectation; *Futures (of Society); Higher Education; *Home Economics Education; *Student Attitudes; *Undergraduate Students
IDENTIFIERS- *Quality of Working Life

The objective of a research project was to describe how undergraduate home economics students perceive their work lives in the year 2000 according to age, race, gender, marital status, and geographic region of the country. A valid, field-tested survey instrument developed specifically for this project was administered to 324 volunteer undergraduate home economics students from New York, Ohio, Wisconsin, Kansas, and Texas. Results were analyzed using factor analysis, MANOVA, and ANOVA and seemed to point out perceptions representing both traditional and nontraditional lifestyles. Implications for vocational education, and particularly home economics, curriculum and instruction were deduced, namely that: (1) curriculum needs to be written to account for differences in perceptions due to age, gender, and region within program areas; (2) curriculum needs to be written to aid students in sorting through preferences for traditional versus emerging societal patterns and values; (3) the changing relationship between work and family expectations needs to be stressed; and (4) students need to comprehend and learn to manage the stress that may result from a multidimensional lifestyle. The methodology was recommended for use in research with students in other vocational program areas to determine if similar perceptions of work and family roles exist. (YLB)

ED 253 798 CG 018 001

Practice Related Home-Based Family Centered Services Course for Master of Social Work Curricula.

Virginia Commonwealth Univ., Richmond. Region III Child Welfare Training Center.

SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.

PUB DATE- Jan 82

NOTE- 155p.; For related documents, see CG 018 000-003. Some pages are marginally legible due to small print.

GRANT- 90-CT-1969(03)

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Child Welfare; *Course Descriptions; *Curriculum Development; Curriculum Guides; *Family Programs; Graduate Study; Higher Education; Placement; Prevention; *Resource Materials; *Social Work; Welfare Services

This course outline provides a framework for incorporating material about home-based family centered services (HBFCS) in existing masters-level family/child welfare curricula. The placement of the course in the curriculum is discussed, with suggestions for appropriate background knowledge/course work. Seven major topics are outlined: (1) Maintaining Families to Prevent Separation; (2) HBFCS to Prevent Separation; (3) Identification and Treatment of High Risk Families; (4) Traditional Social Work Services to High Risk Families; (5) Providing Home-Based Services to Minorities; (6) Review of Current Home-Based Programs; and (7) The Future of HBFCS. Major content areas covered in the seven sections include maintaining the family, serving families, historical review of HBFCS, services to minorities, HBFCS models, and skill development. The format for the course outline consists of student outline and readings, and instructor notes and additional readings, which run parallel and cover the same topical material. A section entitled "Selected Course Readings" provides annotations for the readings which are asterisked in the outline. An extensive appendix provides selected learning exercises, case examples, and the handouts which are referred to in the body of the outline. (BH)

ED 253 828　　　　　　　　　　　　　　　CG 018 031

Bachand, Donald J.; Brahce, Carl I.
The Elderly Offender: Factors That Influence Prosecution Outcomes.
PUB DATE- 14 Nov 84
NOTE- 35p.; Paper presented at the Annual Scientfic Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Crime; Criminal Law; Criminals; *Older Adults; Predictor Variables; Racial Differences; Sentencing; Sex Differences
IDENTIFIERS- *Criminal Prosecution

Criminologists and gerontologists have reported increases in crimes perpetrated by elderly persons, but arrest data do not necessarily reflect this trend, due to failure to prosecute. To explore the influence of age, sex, race, and offense type on arrest and prosecution outcomes, Detroit Police Department arrest and case disposition data (1981), arrest outcomes, and conviction rates for a stratified elderly offender sample (N=571) were compared. Generally, dismissal rates among the elderly offender sample for all Part I offenses suggest the younger elderly, 55 to 59, have a higher dismissal rate than the older elderly, 65 and over. However, rates of dismissal for violent crimes among the elderly groups remain fairly stable--at a high rate. Dismissal rates for property offenses tend to decrease with advancing age. Factors such as race and sex appear to play a major role in case dismissals. Data on conviction rates for the elderly offender sample indicate that once the decision to prosecute the offender has been made, elderly suspects are more likely than younger offenders aged 17 to 21, or 35 to 44, to be convicted and sentenced to jail. (Author/JAC)

CS

ED 253 843 CS 007 912

Nolen, Patricia A.; Lam, Tony C. M.

A Comparison of IRI and Durrell Analysis of Reading Difficulty Reading Levels in Clinical Assessment.

PUB DATE- 81

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Clinical Diagnosis; *Comparative Analysis; Elementary Education; *Informal Reading Inventories; *Reading Diagnosis; Reading Difficulties; Reading Rate; *Reading Research; *Reading Tests; *Scoring; Test Reliability; Test Validity

IDENTIFIERS- *Durrell Analysis of Reading Difficulty

A comparison was made of Durrell Analysis of Reading Difficulty and informal reading inventory (IRI) independent and instructional level designations for 15 children, aged 9 to 11 years, who had been referred to a diagnostic clinic for reading assessment. The children's reading performance was first scored according to procedures outlined in the Durrell Analysis manual, and a second scoring was made according to recommendations for administering informal reading inventories given by M. S. Johnson and R. A. Kress. Results suggested that the procedures yield significantly different overall grade level designations. Further analysis of the significant reading level by scoring procedure interaction showed that (1) the average independent level established by the Durrell Analysis procedure was significantly higher than that obtained by the IRI procedure, and (2) the instructional level mean was significantly higher than the independent level mean only when the IRI procedure was used. (FL)

ED 253 873 CS 208 775

Gates to Learning: Communication Arts, School Year Handbook (1983-84), Grade 7. Revised Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-516-8
PUB DATE- 83
NOTE- 268p.; For related documents, see CS 208 773-778.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Environment; *Communication Skills; Content Area Reading; Curriculum Development; *Evaluation Methods; Grade 7; Individualized Instruction; *Integrated Activities; Junior High Schools; Language Arts; Learning Activities; Parent Role; *Reading Instruction; Teacher Role; Test Wiseness; *Writing Instruction

Intended as a teacher reference tool, this handbook is designed to support and enhance a variety of seventh grade communication arts-reading programs. The first part of the handbook contains sections that define and describe each of the components required in preparing a comprehensive communication arts reading program. Specific sections provide the following: (1) a general outline for a communication arts-reading class, (2) a newspaper lesson, (3) strategies for assessing personalized/individualized instruction, (4) ways to use sustained silent reading and oral reading, (5) ways to incorporate reading into the content areas, (6) suggestions for meshing test-taking skills with instruction, and (7) discussions of the classroom environment, parents as partners, homework, recordkeeping, and projects. The second section of the handbook contains lesson plans and thematic units that employ a number of approaches to the communication arts. Appendixes provide additional activities and copies of assessment instruments. (FL)

ED 253 902 CS 504 841

Sproule, J. Michael

The Propaganda Analysis Movement since World War I.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, DC. Office of Program and Policy Studies.

PUB DATE- Nov 84

NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Communication (Thought Transfer); Content Analysis; Higher Education; *Intellectual History; Literature Reviews; Mass Media; *Modern History; *Propaganda; Social History; *Social Problems; *War

[illegible]NTIFIERS- *Propaganda Analysis

To recount the development of the propaganda analysis movement before and since World War I, this paper reviews the precursors of the movement, traces the propaganda conciousness produced by wartime campaigns and subsequent domestic campaigns, and looks at major obstacles to propaganda analysis produced by social and academic conditions after 1940. The earliest efforts the paper summarizes are those of the "muckrackers," writers such as Upton Sinclair and Ida Tarbell, who exposed abuses in business and government for popular The document then reviews the progenitors of the "concept of crowd psychology," Gustav LeBon and Edward L. Bernays, and then covers wartime persuasion, beginning with the earliest pamphleteering efforts of Great Britain and Germany, and moving through President Wilson's Committee on Public Information (CPI). The paper next covers the postwar and disillusionment and propaganda consciousness that occurred due to the opening of secret diplomatic archives and the discrediting of the CPI. It then explains the successful move into private business by workers formerly of the CPI. The final two sections of the paper recount the history of propaganda analysis as a theme of popular and academic writers, and explains the vicissitudes of propaganda analysis as a field of study. (CRH)

Clear, Delbert K.
Bargaining.
PUB DATE- 84
NOTE- 61p.; Chapter 3 of: The Yearbook of School Law, 1984 (EA 017 500).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Arbitration; *Collective Bargaining; Conflict Resolution; Constitutional Law; *Court Litigation; Elementary Secondary Education; Grievance Procedures; Labor Relations; Negotiation Agreements; Negotiation Impasses; *School Law; Scope of Bargaining; Strikes; Unions
IDENTIFIERS- Fair Share Agreements

In this report on decisions made by federal and state courts during 1983 concerning collective bargaining in public elementary and secondary education, it is noted that the number of cases rose substantially from 1982. The standards according to which these cases are determined are relatively well developed and stable, but are resistant to prospective application in individual disputes. The result is that the decisions offer few guidelines to those involved in other employer-employee disputes. The topics covered in the chapter include constitutional issues related to access to employer mailing systems, the enforcement of fair share agreements, and the protection of union members from reprisal. Other topics addressed are the authority to bargain, recognition of bargaining units, the rights and obligations of bargaining representatives, the scope of bargaining, grievability and arbitrability of disputed matters, managerial prerogatives, judicial review of administrative proceedings, impasse and dispute resolution, strikes and job actions, and a number of miscellaneous issues. (PGD)

ED 254 005 EC 171 714

Thomas, Adele
Special Educators' Perceptions of Priorities for Computer Use.
SPONS. AGENCY- Brock Univ., St. Catherines (Ontario).
PUB DATE- Nov 84
NOTE- 29p.; Research supported by a grant from the College of Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Computer Managed Instruction; *Computer Software; Elementary Secondary Education; *Learning Disabilities; *Special Education Teachers; *Teacher Attitudes

In an examination of the opinions and needs of special educators regarding computer instructional uses for learning disabled students, 353 teachers, including special education and regular class educators, responded to a questionnaire about concerns and perceptions of computer uses for learning disabled students. Results indicated the continuing need for teacher training in basic computer literacy and noted priorities set by sample teachers for instructional computer use. Highly rated priorities included computer use for drill and practice activities and for increasing motivation to learn, while lower priority was reported for computer uses related to student assessment and evaluation of progress. Comparison with the National Education Association teacher survey were discussed, along with implications for future directions in teacher training. (Author/CL)

ED 254 021 EC 171 730

Stowitschek, Joseph J.; And Others
A Social Integration Model for Young Handicapped Children. Final Report. August 1, 1981-August 31, 1984.
Utah State Univ., Logan. Exceptional Child Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Nov 84
NOTE- 149p.; The document was prepared by the Outreach Developmental and Dissemination Developmental Center for Handicapped Persons.
GRANT- G008100249
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Curriculum Development; *Day Care; *Disabilities; Early Childhood Education; Inservice Teacher Education; Interpersonal Competence; *Mainstreaming; Models; *Preschool Children; Preschool Education; Program Development

This final report discusses the Social Integration Project (SIP), designed to systematically integrate young handicapped children academically and socially into existing early education programs. Four goals were set forth: (1) placing handicapped children into local mainstream day care centers; (2) installing a comprehensive program and curriculum reflecting empirically based programing practices; (3) developing a social interaction curriculum to teach interaction between handicapped and nonhandicapped children; and (4) preparing a home training component. Efforts are reported for each of three years: for year one, model development and feasibility analyses; for year two, replication and evaluation; and for year three, continued service, component replication, and dissemination. Data are presented for child progress, parent satisfaction, and peer acceptance of handicapped children. Interpretation of the data suggests that mainstream day care centers can be a viable service setting for preschoolers with a variety of handicapping conditions. The bulk of the document consists of appendices that include: (1) the SIP brochure; (2) "Evaluation of a Mainstream Model Serving Handicapped Children in Day Care Centers"; (3) "A Naturalistic Study of the Relation between Setting Events and Peer Interaction in Four Activity Contexts"; (4) a list of advisory committee members; (5) Inservice Training Program for Mainstream Teachers--Positive Teacher Attitudes and Child Outcome"; (6) replication data; and (7) dissemination summary (including the questionnaires used). (CL)

ED 253 659 CE 040 583

MODAS. Feasibility Study for Implementation of V-TECS Occupational Data Analysis System (ODAS).

Illinois State Occupational Information Coordinating Committee, Springfield.

PUB DATE- Aug 84
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Choice; *Career Education; *Computer Oriented Programs; Educational Planning; Information Dissemination; Information Needs; Information Networks; Information Services; *Information Systems; *Occupational Information; Postsecondary Education; Program Development; Secondary Education; *Statewide Planning; Systems Approach
IDENTIFIERS- *Illinois; *Michigan Occupational Data Analysis System

This feasibility study was conducted to determine if the Michigan Occupational Data Analysis System (MODAS) can be implemented or modified in Illinois by studying the information needs of state agencies and local educational institutions. Agencies were asked how they might use the MODAS system for activities such as curriculum development and identification of transferable skills of displaced workers and skills for new and emerging occupations. The system was reviewed to determine its coverage of Illinois occupations and programs and how MODAS might relate to existing occupational information systems in Illinois. The study found that the MODAS system may be useful in Illinois, but some changes will have to be made first. Suggestions were made concerning the expansion of the system and possible modes of delivery. Recommendations were also made about the implementation of the system in the state; timelines for a proposed phase-in of the system were constructed; and potential staff requirements were determined. (KC)

ED 253 727 CE 040 720

Wagner, Dianne M.
The Intestinal Tract: Structure, Function, Disorders and Related Medication.
Indiana Univ., Bloomington. Vocational Education Services.
SPONS AGENCY- Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE- 85
NOTE- 25p.
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Creative Arts 110, Indiana University, Bloomington, IN 47405 ($3.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Allied Health Occupations; Course Content; *Diseases; *Drug Therapy; *Inservice Education; Learning Modules; Lesson Plans; *Nursing Homes; *Physiology; Postsecondary Education
IDENTIFIERS- *Gastrointestinal System

This instructional guide is intended for use within inservice or continuing education programs for people who work in long-term care facilities. This module includes an overview of the normal functions of the small and large intestines and discusses the structures of the intestines, absorption in the intestines, and commonly occurring conditions that affect the intestinal tract. It also includes a discussion of medications that are prescribed for conditions of the intestinal tract, with attention to their usual use and common side effects. The lesson includes a drug chart that may be duplicated and a worksheet to be completed with the instructor. The lesson plan includes a goal and objectives and is illustrated with line drawings. A glossary and suggested resources complete the booklet. (KC)

ED 253 741 CE 040 748

Hertz, Daniel G.
Articulation Research of Business and Office Education in Montana.
Montana State Univ., Bozeman.
SPONS. AGENCY- Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.
PUB DATE- Jan 85
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Articulation (Education); *Business Education; Business Skills; Computers; *Course Content; *Course Objectives; *Courses; Educational Research; Elementary Secondary Education; *Office Occupations Education; Postsecondary Education; Program Content; State Surveys; Units of Study
IDENTIFIERS- *Montana

This report presents the results of surveys of Montana schools at all levels that offered business and office education subjects or units of instruction. Business education leaders from other states--representatives of the National Association of Business Teacher Education--were also surveyed. Chapter I is an introduction. Chapter II contains the major concepts/skills for business education subjects recommended by a majority of the business education community surveyed. Those recommendations not approved by a majority are also listed. Chapter III presents recommendations for course offerings at the various levels (elementary, secondary, junior high school, high school, postsecondary, college/university, adult). Fifty tables indicate the percentage level of recommendations for the specific subjects that should be taught at the particular level and the percentage level at which the subject is taught in Montana schools. Chapter IV is a summary of computer usage in junior and senior high schools in Montana. Chapter V contains a table that gives the percentage breakdown in comparing four schools as to whether a subject is taught separately or as a unit of instruction in a subject, presents conclusions summarizing recommendations for subjects to be offered at various levels, and offers recommendations. (YLB)

ED 253 754 CE 040 796

Knop, Sheila A.

The Colorado Case: Experiences and Accomplishments of the Colorado Lifelong Learning Project.

Colorado Commission on Higher Education, Denver.; Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- Sep 82
NOTE- 63p.; Several appended pages have small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Case Studies; Conferences; Interviews; *Lifelong Learning; *Policy Formation; Program Descriptions; *State Programs; *Statewide Planning; Surveys
IDENTIFIERS- *Colorado; *Lifelong Learning Project

This case study is intended to provide education planners in other states with information on Colorado's experience with the Lifelong Learning Project. It is organized into several sections. To set the context, major circumstances affecting state-level planning and policy development are described. They are presented under two headings: (1) demographic, economic, and employment circumstances; and (2) learning and education circumstances. The state's approach to adapting and pursuing Education Commission of the States project goals is presented. The next section details purposes, procedures, and results of project activities from mid-1980 through September, 1982. These activities are included: informal interviews to solicit views on issues, problems, and cooperation; a survey on issues in Colorado adult learning and education; a survey on responsibility for solving adult education problems; a conference on improving adult education services in Colorado; an interorganizational planning group; a staff paper; and project presentation. Activities planned for coming months are also discussed. The final section provides conclusions and suggests a number of implications about state planning and policy development. Appendixes include descriptive results of the two surveys and a conference program. (YLB)

Blazer, Dan; And Others
The Phenomenology of Late Life Depression.
PUB DATE- 18 Nov 84
NOTE- 19p.; A version of this paper was presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Comparative Analysis; *Depression (Psychology); Interviews; Middle Aged Adults; *Older Adults; Phenomenology
IDENTIFIERS- North Carolina

The paper reports results of one project from the National Institute of Mental Health Epidemiologic Catchment Area (ECA) Program: the Duke ECA study (also known as the Piedmont Health Survey). To determine if depressive symptoms are different in the depressed elderly, 46 community subjects, over 60 years of age with a current diagnosis of dysthymic disorder and/or major depressive disorder, were compared with 30 community subjects between the ages of 35 and 50. Persons in the same age categories who had no psychiatric disorder were selected as controls. The participants were 3,920 adult subjects in the community (including an elderly oversample) were interviewed. Prevalence of current dysthymia/major depression was 2.8 percent for the elderly and 4 percent for the 35-50 age group. Older depressed subjects were more likely to complain of somatic problems, lethargy, and trouble sleeping, but also were more likely to complain of thoughts about death, a depressed mood, and a sense that life was hopeless. The elderly were less likely to complain of crying spells, feelings of worthlessness, and weight gain. None of these subjects had significant cognitive impairment and the elderly depressed were no more likely to complain of memory problems or difficulty concentrating than their middle-aged counterparts. Older depressed subjects, however, had more objective evidence of increased difficulty with short-term memory. The elderly depressed were more likely than their age-matched controls and the middle-aged depressed to be taking both sedative hypnotic agents and benzodiazepines for their depressive symptoms. Tricyclic antidepressant use was equivalent for the middle-aged and elderly depressed. (Author/LLL)

ED 253 888   CS 208 799

Rabianski-Carriuolo, Nancy

The Teaching and Evaluation of Composition: Developmental College Freshmen.

PUB DATE- Nov 84

NOTE- 19p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Affective Behavior; *Basic Skills; *Classroom Environment; *Developmental Studies Programs; Higher Education; Learning Strategies; Needs Assessment; Student Attitudes; *Student Needs; Writing Apprehension; Writing Evaluation; *Writing Improvement; *Writing Instruction

Acknowledging that basic skills instructors must deal with the affective characteristics of developmental students, this paper describes factors to consider for creating an environment in which developmental students can improve their learning skills. The first section of the paper discusses ways to meet emotional needs when planning a pretest for assessing language skills. The next section lists other tests that can be useful for assessing and meeting affective needs, such as writing apprehension assessments, assessment of learning style, right/left brain dominance, and background interviews concerning language experiences. The third section discusses instruction based on the assessed strengths and weaknesses of the students, specifically developing inference skills, maintaining the conventions of writing, and understanding the writing process. The fourth section focuses on evaluation of student writing and using evaluation scales and peer review, and the last section explores the role of the developmental course in preparing students to meet the expectations of mainstream courses. (HTH)

ED 253 958 EA 017 539

Hoachlander, E. Gareth; Choy, Susan P.
Work-Based Attendance: A New Approach to Expanding Parental Choice in Education.
MPR Associates, Berkeley, CA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 83
NOTE- 26p.
CONTRACT- NIE-P-83-0045
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Attendance; Elementary Secondary Education; Enrollment; Government School Relationship; Parent School Relationship; *Proximity; *Rezoning; School Business Relationship; School Choice; School Community Relationship; School Desegregation; *School District Reorganization; *School Location; *School Zoning; Transfer Policy
IDENTIFIERS- *Work Based Attendance (School Choice)

This paper proposes a radical alternative to the current system of residence-based attendance: permit parents to send their children to schools near their workplaces, as a supplement to existing arrangements. This approach not only expands parental choice in education, but also helps to overcome other limitations inherent in residence-based school attendance. The first of the paper's three sections makes the following four points: (1) work-based attendance is responsive to significant changes in the structure of American family life; (2) it offers a new approach to achieving school integration; (3) it offers the potential for strengthening the connections between school and work; and (4) it responds to pressures for greater parental control over where children attend school. The second section discusses some of the major issues that would arise in developing work-based attendance plans: criteria for eligibility, legal issues, fiscal issues, child care, transportation, and employer involvement. The third section addresses the feasibility of such a plan and the potential role of the federal government in underwriting development costs, eliminating spending disparities, and sponsoring further research and evaluation. References are included. (TE)

ED 253 972 EA 017 559

Conditions for Effective Teaching. The Best of ERIC on Educational Management, Number 80.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Mar 85

NOTE- 5p.

CONTRACT- 400-83-0013

AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, Center for Advanced Technology in Education, 1787 Agate Street, Eugene, OR 97403 (single copies free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Academic Achievement; *Administrator Role; Educational Environment; Educational Research; High Schools; Inservice Teacher Education; *Instructional Improvement; Interschool Communication; Leadership; *Literature Reviews; Principals; *School Effectiveness; Secondary Education; Self Control; Stress Management; Teacher Administrator Relationship; *Teacher Effectiveness; *Teaching Conditions; Time on Task

Among the 12 publications reviewed in this annotated bibliography are a paper on how administrators can provide teacher support systems, the proceedings of a conference on creating conditions for effective teaching, an article on the methods principals can use to help teachers manage stress more effectively, a report of the results of a study of which supervisory strategies maximize teacher effectiveness, an article on how to develop a businesslike school environment in order to enhance the effectiveness of secondary schools, and an article on improving communication in a large high school. Other publications suggest teacher and school effectiveness may be promoted through an orderly and safe school climate and student self-discipline, principal involvement in instructional leadership, principal control or influence of time on task variables, use of the results of research studies, and administrative leadership. (DCS)

ED 253 989 EC 171 398

Shaw, Stan F.; Norlander, Kay A.
A Model Approach for Effective Staff Development of Regular Classroom Teachers in Teaching Handicapped Students.
PUB DATE- Nov 84
NOTE- 27p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (9th, Orlando, FL, November, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Programs; *Disabilities; Faculty Development; *Inservice Teacher Education; Mainstreaming; Program Development

The report describes a collaborative effort to develop an inservice training package for regular teachers working with handicapped students. The effort drew upon work of the local education agencies (LEAs), an institution of higher education, and a regional education service center. The development of the training package is described. Two field tests were conducted and evaluation instruments were designed to evaluate participants' knowledge, skills and attitudes, as well as the scope and sequence of the program. Among post-project activities were training sessions for LEAs and followup evaluations of the program in selected LEAs. Twenty-eight references are included, as well as an outline of project objectives. (CL)

ED 254 035 EC 171 744

McQuain, Sandra
An Analysis of State Special Education Finance Formulas. Final Report.
Virginia Polytechnic Inst. and State Univ., Blacksburg.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 84
NOTE- 109p.; Submitted to the Student Research Program.
GRANT- G008300038
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; Financial Policy; Program Costs; *Special Education; *State Aid
IDENTIFIERS- *State Aid Formulas

State special education finance formulas were collected and analyzed from the perspectives of both special and general education administrators at state and local levels. The 50 state formulas used in 1980-81 were classified into major categories (flat grant, minimum foundation program, percentage equalizing, percentage matching, full state funding of excess cost of special education). Advantages and disadvantages of the formulas were then examined according to five evaluative criteria: equity, administrative efficiency, adequacy, objectivity, and flexibility. A panel of experts evaluated the performance of the evaluative criteria from the four administrative perspectives through a questionnaire. Major findings included the following: a common terminology for describing formulas may be applied to both special education and general education finance formulas; flat grant and minimum foundation programs were the most commonly used formulas; fiscal equalization was an important factor in classifying formulas and in formula performance, particularly when funding was limited; weighting may influence placement of special education students; the influence of administrative role on preferences was present but not pervasive; and full state funding of excess costs achieved the most satisfactory overall performance on the evaluative criteria. (Author/CL)

ED 253 672 CE 040 614

Herdin, Terry; Stanley, Dale
Job Roles in Human Services. Volume 7: Child Care Counsellor. Task Analysis in Human Services Special Project.
Camosun Coll., Victoria (British Columbia). Div. of Coll. Resources.
SPONS. AGENCY- British Columbia Dept. of Education, Victoria.; British Columbia Dept. of Human Resources, Victoria.
PUB DATE- Mar 82
NOTE- 145p.; For occupations, see CE 040 608-615.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administration; Administrative Principles; Adult Education; Behavioral Objectives; *Caseworkers; *Child Care Occupations; *Child Welfare; Client Characteristics (Human Services); Communication Skills; Competency Based Education; Core Curriculum; Counseling Techniques; Counselor Client Relationship; Counselor Role; *Counselor Training; Delivery Systems; Educational Needs; Evaluation Methods; *Family Counseling; Foreign Countries; Higher Education; *Human Services; Individual Development; Job Analysis; Job Skills; Legal Assistants; Legal Responsibility; Occupational Information; Parent Education; Professional Development; Rehabilitation; Self Actualization; Supervisory Methods
IDENTIFIERS- British Columbia

This book of objectives, one of a series designed to provide a competency-based analysis of employment categories in human services, deals with the core competencies necessary for child care counselors. Addressed in the individual sections of the volume are the following skill areas: parenting skills, child care methodology, working relationships, paralegal responsibility, assessment, client relationships, rehabilitative skills, supervision, administration, communication skills, and personal and professional development. Each section contains a main objective and a series of enabling objectives that are cross-referenced to evaluation criteria and to independence and importance rating scales. The independence scale indicates the degree of supervision that an individual could expect when performing the job task. The scale of importance designates each objective as being either prerequisite (i.e., knowledge or skills that individuals must bring with them to be adequately prepared for the job role), critical (i.e., objectives that are essential to competent performance on the job--areas of skill or knowledge that individuals must possess to develop during their work experience), or enrichment (i.e., objectives that are not essential but add to a comprehensive understanding of the job and more flexible and skillful job performance). Also included in the volume is a discussion of the method used to identify the objectives. (MN)

ED 253 686 CE 040 655

Miles, Mamie Rose; Killingsworth, Linda
World of Work--Education and Jobs. Kit No. WW-705. Instructor's Manual. Revised.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 84
NOTE- 17p.; For an earlier version of this document, see ED 169 328. For other related documents, see CE 040 651-656.
GRANT- SC-5058-76-I-211-0330
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Choice; Classroom Techniques; Decision Making Skills; *Dropout Prevention; *Education Work Relationship; *Employment; *Job Search Methods; Job Training; *Learning Activities; Occupational Information; Part Time Employment; Prevocational Education; Secondary Education; State Curriculum Guides; Teaching Methods; Transparencies; Vocational Education
IDENTIFIERS- South Carolina

This instructor's manual contains activities for teaching students about the benefits derived from completing high school, sources of training for occupations, and information on finding job openings and on working part-time and full-time. It is designed for use in five periods in classes in prevocational education in South Carolina. The guide describes the activities, sets goals for student attainment, provides instructional objectives to meet the goals, and then gives directions for implementing the activities (including materials and resources required, class preparation, and class presentation). The guide also contains a student worksheet and eight transparency masters for duplication. (KC)

ED 253 699 CE 040 679

Daggett, Willard R.
Strategic Vision and Planning: Keys to Educational Improvement. Occasional Paper No. 100.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 84
NOTE- 32p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC100--$3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; *Curriculum Development; Educational Finance; Educational Improvement; *Educational Innovation; Educational Needs; Educational Planning; *Educational Trends; *Futures (of Society); Inservice Teacher Education; Program Costs; Program Development; Program Improvement; Secondary Education; *Statewide Planning; Teaching Methods; *Vocational Education
IDENTIFIERS- *New York

Jobs in the future are likely to be far different than those in the past, as our society moves into the information age. To prepare for the changes that are coming, the New York State education department developed a new program of career and vocational education to meet the educational needs of today's students as they prepare for the future. To get ready for the program, the state invited noted futurologists such as Alvin Toffler to speak at seminars for the state's teachers. Then committees of teachers from various disciplines developed the curriculum. The main thrust of the new curriculum is its emphasis on the development of transferable skills, rather than on the narrow specialization that often characterized vocational education in the past. The program has components for grades 7-12, although the program developers are now looking at the whole K-12 structure to see what vocational skills can be integrated into the regular curriculum. The program also has provisions for adult education and mainstreaming of special students. (This report provides specific details of the program for each of the grade levels, as well as statistics on program development and costs, and expected implementation issues.) (KC)

ED 253 713 CE 040 698

Gregory, Margaret R.; Benson, Robert T.
Mechnical Drawing/Drafting Curriculum Guide.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 84
NOTE- 132p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; Competency Based Education; *Drafting; *Engineering Drawing; Engineering Graphics; Equipment Utilization; Evaluation Criteria; *Freehand Drawing; Geometric Concepts; Learning Activities; Letters (Alphabet); *Orthographic Projection; Resources; Secondary Education; Spatial Ability; State Curriculum Guides; Student Evaluation; Teaching Methods; *Technical Education; *Technical Illustration; Visualization
IDENTIFIERS- *Computer Assisted Drafting

This curriculum guide consists of materials for teaching a course in mechanical drawing and drafting. Addressed in the individual units of the guide are the following topics: the nature and scope of drawing and drafting, visualization and spatial relationships, drafting tools and materials, linework, freehand lettering, geometric construction, multiview projections, sectional views, auxiliary views, axonometric projections, oblique projections, perspectives, and machine drafting. Each unit contains some or all of the following: series of duty and task statements, series of performance objectives, suggested learning activities, lists of suggested resources, lists of tools and equipment needed to complete the unit, evaluation criteria, and transparency masters. Concluding the guide is a bibliography of works dealing with mechanical drawing and drafting. (MN)

Ackerman, Rosalie J.
Stress and Coping Styles of Middle-Aged Women Changing Jobs.
PUB DATE- Aug 84
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Change; Cognitive Style; *Coping; *Females; Job Search Methods; Middle Aged Adults; *Midlife Transitions; *Stress Variables

Middle aged women who have previously been occupied with family and community activities often experience increased role stress when they begin to invest more time and energy in their work roles. To compare coping styles women use to adjust to job changes, 71 women, aged 30-62, who had changed jobs within a 3-year interval were classified into four groups and labeled with a coping style: Wanters-Planners (Creators, N=12); Wanters-Nonplanners (Maintainers, N=28); Nonwanters-Planners (Conventionalists, N=15); and Nonwanters-Nonplanners (Reactors, N=16). Stress levels for life events, demographic characteristics, attitudes, personality factors, job-changing strategies, and perceived job and life outcomes of the women were analyzed. The groups were matched for age, education, number of children, family roles, and level of job satisfaction. Data analysis indicated the groups experienced elevated and significantly different levels of nonnormative stress and utilized statistically different coping styles. Creators were efficacious problem-solvers; Conventionalists were rigid problem-solvers who followed leaders; Maintainers used homeostatic styles; and Reactors were reactionary and repercussive in situations concomittant with highest levels of stress in the job change transition. (Author/JAC)

ED 253 829 CG 018 032

Bachand, Donald J.
Increased Criminal Behavior by the Elderly: Concerns for the Justice System.
PUB DATE- 7 Nov 84
NOTE- 31p.; Paper presented at the Annual Meeting of the American Society of Criminology (Cincinnati, OH, November 6-9, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Crime; Demography; *Older Adults; Trend Analysis

This paper summarizes some of the data on arrest patterns and demographic trends relating to criminal behavior in the elderly. Variations in the crime rate by age and population are discussed, as is unreported elderly crime. Six tables describe the percentage distribution of arrests for all offenses by age groups, percentage distribution of arrests for index offenses by age groups, mean percentage distribution of arrests for all offenses by selected age groups, population projections for those aged 55 and over, percentage of total arrests from 1971 to 1980 for those aged 55 and over, and total arrests by offense category for those aged 55 and over. Factors contributing to economic crimes perpetrated by the elderly are suggested. Recommendations concerning training, policy, and procedural concerns for the various segments of the criminal justice system, and a rationale for incorporating gerontological studies into criminal justice curriculums are presented. The need for educating judicial personnel and elderly defendents is also addressed. (JAC)

ED 253 859 CS 007 939

Kirby, John R.; And Others
Effects of Map Processing upon Text Comprehension.
PUB DATE- Aug 84
NOTE- 23p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aptitude; Advance Organizers; Grade 10; Reading Ability; *Reading Comprehension; Reading Improvement; *Reading Instruction; *Reading Research; *Recall (Psychology); Secondary Education; Textbook Content
IDENTIFIERS- *Adjunct Aids; *Map Processing

A study investigated the effects of a spatial adjunct aid--maps--upon probed comprehension and free recall with respect to a text in which map-related information (macropropositions) could be clearly distinguished from more abstract information (micropropositions). Forty-eight tenth grade students were randomly assigned to either a control group or a map processing group.

assigned to either a control group or a map processing group.

Approximately half of the students in each group were of average and half above average reading ability. Students in both groups were instructed to read a 775-word story carefully so that they could answer questions about it afterwards. The students in the map processing group were told to complete a map as they read. After reading, students in both groups participated in 10 minutes of filler activities, then were told to write as much of the story as they could remember. Next, they completed a multiple-choice comprehension instrument. Results indicated that the map processing affected text comprehension in several distinct ways. In free recall, it increased overall recall of details and main ideas, but this superiority largely concerned map-related information that by itself was not important for the central meaning of the text. In fact, map processing resulted in a decline in the recall of some abstract macropropositions, particularly for the average readers. In terms of comprehension, map processing resulted in higher scores for inferential questions, but this was largely due to better performance on two spatial questions and was in spite of worse performance on one abstract question. Less able readers did worse on one elaborative inference after map processing. (The map used in the study is appended.) (FL)

ED 253 917 CS 504 860

Morlan, Don B.
Staffing the Basic Public Speaking Course: An Evaluation of an Undergraduate Facilitator Program.
PUB DATE- 83
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Change; *Educational Administration; Higher Education; Program Effectiveness; Program Evaluation; *Public Speaking; *Speech Curriculum; Staff Development; *Staff Utilization; *Teacher Recruitment; Teaching Assistants; Teaching Methods; *Undergraduate Students
IDENTIFIERS- *Facilitators; University of Dayton OH

Faced with pragmatic concerns such as the declining economy, university support, and increasing student enrollment, the Department of Communication Arts at the University of Dayton (Ohio) during the 1978-79 academic year was compelled to consider alternatives to the traditional method of using full-time faculty to instruct the basic public speaking course. While several alternative instructional methods were considered, the department elected to employ undergraduate communication majors as facilitators in the basic course. Three factors influenced this decision: the increase in communication majors and the subsequent shortage of full-time faculty members, the potential for overreliance on part-time faculty, and the unavailability of graduate teaching assistants. Having met stringent selection criteria, those students chosen as facilitators were required to undergo training during the spring semester of their junior year. Course and instructor evaluations did not reveal significant differences between the evaluations of the facilitators and full-time faculty, part-time faculty, or graduate teaching assistants. After four years of use, the undergraduate facilitator program has provided the department with reductions in operating expenses, decreased dependence on part-time staff, and an opportunity to allow undergraduate students a tremendous educational experience.(HOD)

ED 253 930 EA 017 504

Lufler, Henry S., Jr.
Pupils.
PUB DATE- 84
NOTE- 66p.; Chapter 4 of: The Yearbook of School Law, 1984 (EA 017 500).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Athletics; Bilingual Education; Civil Rights; *Court Litigation; Desegregation Litigation; Disabilities; Discipline; Elementary Secondary Education; Federal Courts; Multicultural Education; Private Schools; Sanctions; *School Law; School Support; State Courts; Student Evaluation; Student Placement; *Student Rights; *Students; Student Transportation; Tuition
IDENTIFIERS- First Amendment

This chapter, which reports on decisions made by federal and state courts in 1983 concerning the treatment of pupils, notes that for the first time in five years the number of such cases did not increase. Important decisions were handed down regarding student expression and concerning the payment of fees and damages in litigation affecting the placement and treatment of handicapped students. The number of desegregation cases is declining, though a trend is discernible toward "second generation" discriminatnion cases within formerly dual districts where systemwide desegregation has officially been achieved. Among other topics addressed are tuition, placement, the right to education, and discipline in cases involving handicapped and exceptional children; testing, placement, tuition, attendance, and transportation issues in public schools; bilingual and bicultural programs; state involvement with private and parochial schools; athletic association rules and sex discrimination in athletics; students' religious rights and freedom from undue search and seizure; and sanctions for student misconduct. (PGD)

ED 253 943 EA 017 522

McGee, William L.; Gibson, R. Oliver
The Work for Pay Exchange in Public School Administration.
PUB DATE- 3 Apr 85
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Administrator Qualifications; Administrator Responsibility; *Administrator Role; *Compensation (Remuneration); Elementary Secondary Education; Employment Statistics; *Job Analysis; *Salaries; *Salary Wage Differentials; Tables (Data)
IDENTIFIERS- Jaques (Elliott)

This study explains assessments of fair pay for public school administrators in terms of some individual, job-related, and contextual variables, and it tests Jaques' hypothesis that time-span of discretion is the unconscious measure of level of work in bureaucracies. Data were gathered primarily through telephone interviews with superior/subordinate administrative pairs. The conclusion was that Jaques' concept appears to be too narrow to account for the work of public school administrators. Based on the findings, a multidimensional conception of level of work is proposed for public school administration. (Author/TE)

ED 254 006 EC 171 715

Hanley, Tom V., Ed.; And Others
MICROSPED Information Bulletin, Issues 1-10, 1984. Microcomputers in the Schools--Implementation in Special Education.
COSMOS Corp., Washington, DC.; SRA Technologies, Inc., Arlington, VA.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.
PUB DATE- 84
NOTE- 45p.
CONTRACT- 300-82-0250
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; Computer Software; *Disabilities; Elementary Secondary Education; *Microcomputers; Program Administration; *Program Implementation; *Special Education

Ten information bulletins on the implementation of microcomputers in special education are presented. Topics covered include the following: (1) implementation issues (including a description of a study assessing microcomputer applications in 12 local school districts' special education programs); (2) implementation strategies (which focuses on seven major elements, including acquiring microcomputers on an incremental basis, starting with simple approaches, and appointing a microcomputer coordinator); (3) special education applications (instructional, administrative, and impairment compensation applications); (4) introduction of microcomputers in the schools (hardware/software selection, microcomputer location and sharing); (5) coordination of administrative and instructional applications; (6) collaboration between regular and special education (effects and possible problems in cooperation); (7) emerging staff roles for microcomputer implementation (coordinator responsibilities); (8) training teachers and administrators (rationale, strategies, inservice content); (9) relationship of mainframes, microcomputers and minicomputers (advantages and disadvantages); and (10) supervision of microcomputers in the schools (centralized vs. decentralized). (CL)

ED 253 647 CE 040 179

The Role of WHO Participating Centres in Continuing Education, Specialty Training and Educational Research. Report on a Seminar (London, England, October 31-November 2, 1983).

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

PUB DATE- 84

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Educational Innovation; Educational Needs; *Educational Research; Family Practice (Medicine); Foreign Countries; *Health Personnel; Labor Force Development; Medical Education; Medical Services; *Primary Health Care; *Professional Continuing Education; Research Methodology; *Research Needs; *Specialization; Teacher Education

IDENTIFIERS- *World Health Organization European Region

This document reports on a seminar to discuss the role that World Health Organization (WHO) participating centers should play in meeting the priority educational needs of the European Region in specialty training, continuing education, and educational research. The three working papers are summarized, and results of discussion on them are noted. The working paper (by H.R. Noack) on the role of WHO participating centers in educational research focuses attention on what should be the most relevant areas of research in health labor force development and what research strategies should be adopted. The working paper on specialization (by. J. Parkhouse) underlines the ambivalent nature of medical specialization, emphasizes the role of primary medical care, and draws attention to questions regarding postgraduate training. The working paper on the role of WHO participating centers in continuing education (by B. Paccagnella) suggests that health personnel possess professional experience but need a reorientation of their professional attitudes towards the implications of primary health care. Three priority areas for research identified by seminar participants are discussed: evaluation of continuing education, decision making in regard to specialization, and systems of specialization. Suggestions are made for creation of a network of persons engaged in teaecher training in the WHO European Region. (Summaries in French, German, and Russian are attached.) (YLB)

ED 253 755 CE 040 807

Automated School Food Service System. A Directory Based on a Survey of Computer Applications in School Food Service.

Food and Nutrition Service (DOA), Washington, D.C.
PUB DATE- 84
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Computer Oriented Programs; *Computers; Computer Software; Elementary Secondary Education; *Food Service; National Surveys; *Schools
IDENTIFIERS- Survey Computer Applications School Food Service

This directory consists of a compilation of information from a survey of 101 school food service administrators to ascertain specific information on computer hardware, software, and applications currently used in their school food service operations. It is designed to assist school food service administrators in developing or enhancing systems using computers in their food service operations. Additionally, it may be useful to those administrators who wish to contact other schools on systems and applications that can be adapted. The directory is arranged alphabetically by the two-letter abbreviation for each state. Within each state, the cities where the schools are located are arranged alphabetically. For each entry, information is provided on the school's name, address, telephone number, director, and contact person; size and participation data, including the percentage of free and reduced priced meals served; and hardware, software, and applications used in the school. The survey instrument is appended. (YLB)

ED 253 770 CE 040 832

Macomber, Janet A.
The Adult Learning Disabled Employee: The Organization's Hidden Human Resource.
PUB DATE- 80
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Employees; Employer Employee Relationship; *Handicap Identification; High Risk Persons; *Learning Disabilities; *Personnel Management; *Staff Development

This paper describes an experiment with background material designed to promote problem (learning disabled) employees as human resources rather than rejects. The material is presented in the form of the transcript of a fictional advisory committee meeting attended by the human resources manager, assistant corporate counsel, training director, line foreman and local union president, psychologist, information analyst, and employment counselor of an organization. The stated purpose of this hypothetical meeting is to investigate the reinterpretation of certain problem employees as possibly being learning disabled and to examine some cost-saving effects of considering the new identification of those problem employees. Topics include a proposed staff development course to enhance management and supervisor awareness and to explore modification of the work environment to make productive and stable employees, behaviors of learning disabled employees, subjects that could be built into the course, identification of learning disabled persons, value (profit) of the program, the need for change in supervisors' attitudes and techniques, and testing of a person's learning style. Appendixes include charts with behavior problems of high risk students and corresponding notes and references on: (1) job behavior of problem employees, (2) neurological descriptions of learning disabilities, (3) behavior problems of diagnosed learning disabled people, (4) occupational therapy descriptions of learning disabilities, and (5) leadership styles. The transcript was field tested in a business administration class at the University of Illinois. Audience reaction is included in the concluding remarks. (YLB)

ED 253 799 CG 018 002

Attachment and Separation: Suggested Child Welfare Content for Required Courses in Programs of Social Work Education.

Virginia Commonwealth Univ., Richmond. Region III Child Welfare Training Center.

SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- Sep 81
NOTE- 92p.; For related documents, see CG 018 000-003.
GRANT- 90-CT-1969(03)
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Attachment Behavior; *Child Welfare; *Core Curriculum; *Curriculum Development; Curriculum Guides; Family Programs; Foster Children; Higher Education; *Resource Materials; Separation Anxiety; *Social Work; Welfare Services

This document is one in a series of resource manuals providing child welfare content that can be included in existing core courses in social work education programs, i.e., social work policy, social work practice, social work research, and human development in the social environment. Part 1 of the document discusses the reasons for developing child welfare core courses, the process for the development and use of the child welfare content, and the five specific issues selected for development. Part 2 presents eight sections of material that can be used in teaching the meaning and importance of the first of these issues, "Attachment and Separation," for child welfare services. Sections I through VI include a discussion of the issue, learning objectives, case studies, learning exercises, and a list of audiovisual resources and resource persons. Material provided in these sections can be used in any of the four core courses. Section VII lists readings for each of the core courses, and section VIII provides guidelines for incorporating the material on separation and attachment into each of the four core courses. (BH)

ED 253 844 CS 007 913

Thompson, Loren C.; Frager, Alan M.
Individualized Vocabulary Instruction in Developmental Reading.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Higher Education; *Individualized Reading; Prior Learning; Reading Comprehension; *Reading Instruction; Remedial Instruction; *Remedial Reading; *Teaching Methods; *Vocabulary Development
IDENTIFIERS- Flash Cards

Planned, individualized vocabulary instruction is an essential ingredient of developmental reading classes, and deserves special attention, since expanding word knowledge is the one area related to reading comprehension in which student progress can be directly observed and measured by the learner in daily or weekly increments. The two factors that appear to exert the most positive influence upon vocabulary acquisition are the utilization of students' personal experiences and existing knowledge, and the use of context, or deriving a word's meaning from the surrounding text. A teaching strategy that integrates these two factors refines the vocabulary acquisition process through carefully structured, active individual involvement. Each week students are required to identify 10 previously unknown or partially known words from within a range of printed materials designated by the instructor. Students print the unfamiliar word on one side of an index card. On the other side, they write the sentence in which the word was found, the dictionary pronunciation guide entry, and a paraphrase of the dictionary definition. Teachers then check the cards for semantic appropriateness. The cards may be used as flashcards to evaluate student word knowledge. This method enhances student/teacher interaction and the initial and cumulative word knowledge evaluations, while growth in the students' card decks helps to increase their confidence. (HTH)

ED 253 874 CS 208 776

Gates to Learning: Communication Arts, School Year Handbook (1983-84), Grade 8 Extension. Experimental.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 83
NOTE- 358p.; For related documents, see CS 208 773-778.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Communication Skills; Content Area Reading; Curriculum Development; Grade 8; *Integrated Activities; Junior High Schools; Language Arts; Learning Activities; Oral Reading; Parent Role; *Reading Comprehension; *Reading Instruction; *Remedial Instruction; Silent Reading; Teacher Role; *Writing Instruction

Designed as a guide for remedial teachers, this handbook offers strategies for imparting standard eighth grade curriculum content, even as students are improving their reading, writing, speaking, and listening skills. The first part of the handbook contains the following: (1) a discussion of assessment for instructional planning, including norm-referenced, criterion-referenced, and teacher-made tests; (2) descriptions of a whole class reading lesson, word banks, and a small-group individualized tutorial; (3) suggestions for using the library and trade books as instructional materials, for using oral and sustained silent reading, for using writing, and for improving test taking skills through instruction. The second part of the handbook contains thematic units that integrate the communication arts, infuse career education into the communication arts, and teach literature in the content areas. Appendixes provide additional activities and assessment instruments. (FL)

ED 253 889 CS 504 752

Weaver, Richard L., II; Michel, Thomas A.
Lecturing: Omitted or Overlooked? Some Options for a New Orientation.
PUB DATE- 84
NOTE- 23p.; Paper presented at the Meetings of the Central States Conference on the Basic Course (St. Cloud, MN, April 27, 1984) and the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Higher Education; *Lecture Method; *Public Speaking; Skill Development; *Speech Communication; Speech Skills; *Textbook Content; *Textbooks

No teaching method is more widely used and yet more strongly criticized than the lecture. Yet, an examination of more than 40 basic public speaking textbooks reveals that lecturing is seldom mentioned. There are, perhaps, several reasons for this omission. For example, authors of textbooks might feel that (1) material on lecturing duplicates their regular textbook content, (2) the topic is not the province of speech communication, or (3) lecturing is unrelated to undergraduate students. Other authors might omit it from their texts simply because they do not know what to say about it. In response to this last possibility, the literature shows that there are a number of options for improving the lecture. Textbooks, then, could concentrate on discussing these options, such as lecturer qualities, lecture construction techniques, lecturer-student interaction, feedback-lectures, small group work, and the so-called Doctor Fox Effect, in which the students are "seduced" by the lecturer into feeling that they are his or her associates. Textbook authors are overlooking an important body of literature, and should include material on lecturing in their basic public speaking works. In addition, speech communication professionals have an obligation to take lecturing under their collective wing--they can do much better with it then what has been done to date. (FL)

ED 253 903 CS 504 842

Mathes, J. C.
Good Engineering + Poor Communication = Three Mile Island.
PUB DATE- Apr 84
NOTE- 23p.; From Proceedings of the North Central Section Meeting of the American Society for Engineering Education (Washington, DC, April 13-14, 1984). Figure 2 contains illegible print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; *Communication Problems; Communication Research; *Communication Skills; *Decision Making; Engineering Technicians; *Nuclear Power Plants; *Organizational Communication; Power Structure; Technical Writing
IDENTIFIERS- *Three Mile Island

The accident at the Three Mile Island nuclear power plant resulted from a communication failure. Following an incident at an Ohio plant a year and a half earlier, B. M. Dunn, manager of Emergency Core Cooling Systems Analysis at Babcock and Wilcox (engineers), wrote a memorandum making specific recommendations on written instructions for nuclear plant operating procedures. F. Walters, a member of the Plant Performance Services staff, still had concerns about the recommendations and did not forward them to the utilities concerned. While Walters investigated these concerns, the accident at Three Mile Island occurred. Shortly thereafter, the Operating Plant Services division of Babcock and Wilcox issued "supplementary operating instructions" to the utilities, which were almost identical to Dunn's recommendations. Although both the content of the memo and Dunn's managerial rank should have ensured compliance with the memo, the primary communication context set up by Dunn was inconsistent with the actual decision making process for his recommendations. The memo was sent to the wrong audience and was written in such a way as to preclude action. To a significant extent, the lack of effective response to his memorandum can be traced to his misinterpretation of the audiences for the memorandum. The resulting accident suggests that, no matter how good the engineering, it is not finished until organizations make decisions and take action. This requires effective communication. (HTH)

ED 253 959 EA 017 541

Raywid, Mary Anne
Family Choice Arrangements in Public Schools: A Review of the Literature.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.
PUB DATE- Feb 84
NOTE- 54p.; Prepared at the Center for the Study of Educational Alternatives, Hofstra University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Desegregation Methods; *Educational Assessment; Educational Environment; *Educational Quality; Educational Vouchers; Elementary Secondary Education; Experimental Schools; Free Choice Transfer Programs; House Plan; Magnet Schools; *Nontraditional Education; Open Enrollment; *Parent School Relationship; Public Schools; *School Choice; School Desegregation; *School Organization; State of the Art Reviews; Track System (Education)
IDENTIFIERS- Experimental Schools Program

The history of the school choice idea is briefly traced, and then some contemporary family choice models are examined in detail. "Tracking" was the major choice mechanism in public schools prior to recent efforts to expand the options. The alternative movement within individual schools began in the late 1960's, with many forms institutionalized in diverse ways, followed by programs of choice for entire school systems. Choices among the educational components of curriculum and content, instructional methods, and teachers are limited by logical, ideological, political, and professional considerations. However, the choice arrangement evidenced in schools or units within schools has flourished. Selected from 36 categories and subcategories of family choice models for detailed examination are the following school types: open enrollment, magnet schools, schools-within-schools, minischools, satellites and separate alternatives, and interdistrict choice plans. Concluding comments point out that neither localized alternatives nor those in an alternative system are without disadvantages. Another concern is that the exit option may make overall improvement within the deserted institution less likely. However, for the benefit of all students, alternatives and options in schools offer the best hopes for educational improvement. A 79-item bibliography is appended. (MLF)

ED 253 990 EC 171 399

Black, Joel D.
Leadership: A New Model Particularly Applicable to Gifted Youth.
PUB DATE- 84
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Creativity; *Gifted; *Group Dynamics; *Leadership
Training; Program Development

Despite years of research and endless theorizing, little is known of what leadership really is. A distinction is made between leadership and the related constructs of creativity, management and group dynamics. A useful definition of leadership is provided, and a four-stage program for actually providing for the emergence of leadership is described. The program is drawn from theories and models in many disciplines, developed over 6 years, tested and found to enable gifted children to become leaders, not merely to teach them "about" leadership. Stage 1 encourages familiarity with leader characteristics, and use of creativity, expecially divergent thinking. Stage 2 includes role playing, observing and analyzing the leadership of others and doing creative thinking exercises. In stage 3, ambiguity is created and shortcuts are removed to allow students to struggle for solutions. The fourth stage consists of real life experiences with leadership. Four tables contain: traits of leaders; behaviors of leaders; a comparison of management, group dynamics, and leadership; and a model for fostering the emergence of leadership. A 33-item bibliography is included. (CL)

ED 254 022 EC 171 731

Irvine, Freeman R., Jr.
Special Methods for Teaching Vocational Skills to the Handicapped. A Course Syllabus.
PUB DATE- 4 Oct 84
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Content; Course Descriptions; Curriculum Development; *Disabilities; Federal Legislation; Higher Education; *Mainstreaming; Program Development; State Legislation; Student Characteristics; Student Evaluation; Teacher Education; *Teaching Methods; *Vocational Education

The syllabus presents information on teaching handicapped students in mainstreamed vocational education programs. A brief introduction reviews course organization, written assignments, and 10 course objectives. The syllabus covers the following topics and includes assignments, references, and guide questions: identification and characteristics of disadvantaged and of handicapped students, comparison of disadvantaged and handicapped individuals, federal and state legislation regarding special vocational needs, program development for special vocational needs, development of writing program goals and organization and planning skills, parents and administrative function in special vocational needs programs, and assessment techniques. Sample course evaluation instruments are appended. (CL)

ED 253 660 CE 040 584

Sullivan, Mary Jane
Independent Study Programs, 1983-1984. Final Report.
National Univ. Continuing Education Association, Washington, DC. Independent Study Div.
PUB DATE- Jan 85
NOTE- 103p.; Supersedes preliminary report of October 1984. Prepared by the ISD Research and Evaluation Committee and printed by Southern Illinois University, Carbondale, Division of Continuing Education.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Computers; Continuing Education; *Correspondence Study; *Enrollment; *Fees; Higher Education; High Schools; *Independent Study; Noncredit Courses; Postsecondary Education; Secondary Education; Student Costs; *Teacher Salaries
IDENTIFIERS- National University Continuing Education Assn

This report presents results of an annual survey of all programs within the National University Continuing Education Association (NUCEA) regarding key aspects of status and policy of independent study programs by correspondence at higher education institutions. Two narrative sections describe the results shown in 10 tables. Part 1 covers program scope, including program enrollments, program staff, computer utilization, special fees for services, and materials leasing. Part 2 summarizes each of the programs with reference to these factors: tuition charged to students for various courses and the compensation paid to faculty members to develop courses and work with students (grading) in those courses. Programs are divided into college, high school, and noncredit programs. Ten tables depict survey data regarding program scope, demographics on student enrollments, number of total faculty, computer systems, special fees, institutions willing to lease courses, characteristics of college programs (enrollment, course fees, faculty compensation, institutional support for correspondence courses), characteristics of high school programs (enrollment, course fees, faculty compensation), and characteristics of non-credit programs (enrollment, fees, faculty compensation). An appendix contains information, provided by institutions, that amplifies data contained in the tables. (YLB)

ED 253 714 CE 040 703

Support Materials for the Evaluation of Occupational Education Programs for Use by School Districts.

New York State Education Dept., Albany. Bureau of Occupational Education Research.

PUB DATE- 83

NOTE- 170p.; For the related manual, see ED 237 563.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adult Vocational Education; Evaluation Criteria; *Evaluation Methods; *Measurement Techniques; Postsecondary Education; *Program Evaluation; *Reports; *School Districts; Secondary Education; Statewide Planning; Technical Writing; *Vocational Education

IDENTIFIERS- *New York

This booklet of support materials is intended for use with the publication, "Manual for Evaluation of Occupational Education Programs." The support materials include the forms to be used in preparing for, conducting, and reporting upon the assessment of occupational education programs. Forms are to be reproduced locally. Section 1 contains both guidelines for establishing expectation statements and key area elaborations for key areas 1 through 14. Section 2 provides instructions for preparing appraiser guides and a sample completed appraisal guide. In section 3 are provided directions for completing the appraisal form and a sample completed appraisal form. Section 4 contains information to guide members of the evaluation committee in informing appraisers about the system for evaluating occupational education programs and about the specific activities they are expected to carry out. Materials include suggested procedures for orienting appraisers and directions to appraisers for using the appraiser guides. Section 5 contains the information and forms an agency needs for completing the assessment summary (report of the assessment), including directions for preparing the assessment summary, cover pages and assessment summary forms for agency and program key areas, and a sample completed assessment summary form. (YLB)

ED 253 728 CE 040 721

Bhola, H. S.
Adult Literacy Policy and Performance in Malawi: An Analysis.
PUB DATE- 14 Jan 85
NOTE- 35p.; Paper presented at the Workshop in Political Theory and Policy Analysis (Bloomington, IN, January 14, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Curriculum Development; *Developing Nations; Economic Development; Educational Policy; Foreign Countries; *Functional Literacy; *Literacy Education; *National Programs; Program Development; *Program Implementation
IDENTIFIERS- *Malawi

In Malawi, adult literacy deserves immediate attention in order to promote health, family planning, and productivity. While policy commitment for adult literacy promotion has not been lacking, intensified action has been. In 1979 the government accepted the Unesco Mission Report to undertake a functional literacy program on the successful completion of the pilot project. More recently, in 1982, the Government of Malawi joined the Harare Conference and committed itself to elimination of illiteracy. Despite troubles in the installation of the Malawi functional literacy project, a National Board and a National Center for Literacy and Adult Education have been established. Although concrete possibilities of interagency linkages were explored, meaningful and sustained collaborations have yet to materialize. Content of the self-contained functional literacy curriculum is developed from themes most frequently mentioned in development literature and policy documents. A general paucity of training materials for use by trainers-supervisors or trainers of trainers has caused uneven training. The pilot project has established all the infrastructures the country needs; a clearly articulated and sustained national will is now required. (YLB)

ED 253 742 CE 040 750

GRASP...A Federally Funded B.O.C.E.S. Project.

Washington-Warren-Hamilton-Essex Counties Board of Cooperative Educational Services, Hudson Falls, NY. Southern Adirondack Educational Center.

SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Community and Continuing Education Program Services.
PUB DATE- 84
NOTE- 197p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Access to Education; Admission Criteria; *Adult Basic Education; Adult Programs; Basic Skills; Coordination; County Programs; Delivery Systems; Educational Cooperation; Evaluation Criteria; Guidelines; *High School Equivalency Programs; *Home Study; *Independent Study; Instructional Materials; Networks; Outreach Programs; Pacing; Program Implementation; Records (Forms); Regional Programs; Rural Areas; *Rural Education; Secondary Education; Student Evaluation
IDENTIFIERS- *Giving Rural Adults a Study Program; New York

This program guide consists of guidelines, forms, and curriculum materials for use in implementing the Giving Rural Adults a Study Program (GRASP). A regional program covering four rural counties in New York State, GRASP is designed to deliver packaged, individualized adult basic education (ABE) and high school equivalency (GED) programming to adults lacking adequate transportation to participate in traditional educational programs. Included in the guide are the following materials: an outline of the program delivery system and guidelines for participating in the program, a description of the components and operation of the GRASP regional cooperative network, guidelines and procedures for student evaluation and entry into the program, implementation guidelines, sample letters used in implementing the program, assignments, and a bibliography and curriculum. Assignments in social studies, reading and literature, English, and mathematics are included in the package. (MN)

ED 253 814 CG 018 017

Kennelly, Kevin J.; And Others
Depression and Helplessness-Induced Cognitive Deficits in the Aged.
PUB DATE- Nov 84
NOTE- 18p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aging (Individuals); *Cognitive Ability; *Depression (Psychology); *Helplessness; *Older Adults; Short Term Memory

To explore the effects of depression and learned helplessness on cognitive task deficits, 66 community-residing elderly adults were categorized as depressed or nondepressed based on Beck Depression Inventory scores. After a pre-test battery measuring short-term memory and components of crystallized/fluid intelligence, the subjects responded to a word association task, disguised as a test of interpersonal empathy, under response dependent or response independent reinforcement conditions, or were assigned to a no treatment control group. A post-test battery composed of alternate forms was then given. The results indicated that elderly subjects exposed to response dependent reinforcement were less likely to display fatigue, helplessness, and/or depression-induced deficits in verbal-auditory short-term memory (forward and backward digit spans). The results suggest that depression and/or helplessness-inducing conditions may exacerbate what might otherwise be relatively slight fatigue effects in elderly subjects. (Author/LLL)

ED 253 944 EA 017 523

Oregon School Bus Drivers Training Program. Students Handbook. Core Course.

Oregon State Dept. of Education, Salem.

PUB DATE- 85

NOTE- 99p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Discipline Policy; *Driver Education; Elementary Secondary Education; Physical Health; *School Buses; *State Standards; *Student Transportation; *Traffic Safety

IDENTIFIERS- *Bus Drivers; *Oregon

This student handbook is one of the publications used for the Oregon Bus Driver Training Core Course. Handbook content focuses on those aspects of driving a school bus that differ from driving an automobile and that are essential for the safe transporting of students. Designed to accompany the four classes (each two and one-half hours long), the handbook contains four units: (1) qualifications, responsibilities, and regulations; (2) pupil management; (3) inspections and operation; and (4) emergency and accident procedures. Along with regulations that must be followed by school bus drivers are suggested ways to elicit student cooperation with safety precautions. Copies of reports that drivers may have occasion to use, drawings, and space for class notes are also included. (MLF)

ED 253 973 EA 017 560

Hathaway, Walter E.

Models of School-University Collaboration: National and Local Perspectives on Collaborations That Work.

PUB DATE- Apr 85

NOTE- 34p.; Materials prepared for a Symposium presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *College School Cooperation; Cooperative Planning; *Cooperative Programs; *Educational Cooperation; Elementary Secondary Education; Higher Education; *Institutional Cooperation; Interschool Communication; Models; Shared Services; Teamwork

Starting with the premise that improved collaboration of elementary and secondary school systems with universities and colleges is essential not only to the improvement of education but to its survival, this document summarizes a series of papers on issues pertinent to school-university collaboration in such areas as basic research and evaluation, staff development, sharing of expertise, and service to clients. After an introductory essay that addresses the reciprocal need of schools and universities for greater collaboration, papers on the following topics are summarized: (1) the history of collaboration between school systems and institutions of higher education; (2) the fundamental issue of control in collaboration between schools and colleges; (3) obstacles to collaboration; (4) models for organizing joint efforts; (5) examples of successful efforts across the country; and (6) possible guidelines for implementing a collaboration. Forty-five references are included. (TE)

ED 254 036 EC 171 745

Semmel, Melvyn I.; And Others
Research Integration Project: Analysis and Review of Research on Least Restrictive Environments for Handicapped Learners. Final Report.
IPA, Inc., Santa Barbara, CA.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 84
NOTE- 392p.
GRANT- G008100279
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Environment; *Compliance (Legal); *Disabilities; Elementary Secondary Education; Grouping (Instructional Purposes); History; *Mainstreaming; Normalization (Handicapped); Peer Relationship; Teacher Attitudes; Teacher Behavior; Time on Task

The report summarizies findings of a study of least restrictive environment (LRE) for handicapped students. Reviews are presented of the legal and legislative background of LRE, the conceptual background of research on environments, the concept of environment in special education, and the results and methodological issues in efficacy research. Analyses of cooperative goal structering and academic learning times as influences in the environment are presented. Three concluding sections review research on homogeneous versus heterogeneous grouping, teacher behavior and attitudes, and the role of peer interactions. Implications for LRE are addressed for each topic. Four general goals for special education research are identified, including comparison of specific environments or types of environments and intervention toward improvement of environments. The report concludes by emphasizing the importance to conceptualize and measure, broadly and flexibly, the nature of classroom environments. (CL)

ED 253 687 CE 040 656

Miles, Mamie Rose; Killingsworth, Linda
World of Work--The Interview and Working Relationships. Kit No. WW-706. Instructor's Manual. Revised.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 84
NOTE- 58p.; For an earlier version of this document, see ED 169 331. For other related documents, see CE 040 651-655.
GRANT- SC-5058-76-I-211-0330
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Employment Interviews; *Employment Potential; Interpersonal Relationship; Job Applicants; *Job Application; *Job Skills; *Learning Activities; Personality Traits; Prevocational Education; Secondary Education; State Curriculum Guides; Teaching Methods; Transparencies; Vocational Education; Work Attitudes
IDENTIFIERS- Social Security; South Carolina

This instructor's manual contains activities for teaching students about how to obtain a Social Security card, how to fill out an employment application, how to dress and conduct themselves on job interviews, desirable traits for employees, and getting along with others on the job. It is designed for use during eight periods in classes in prevocational education in South Carolina. The guide describes the activities, sets goals for student attainment, provides instructional objectives to meet the goals, and then gives directions for implementing the activities (including materials and resources required, class preparation, and class presentation). The guide also contains 8 student worksheets and 32 transparency masters for duplication. (KC)

ED 253 700 CE 040 680

Worthington, Robert M.
Vocational Education in the United States: Retrospect and Prospect. Occasional Paper No. 101.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- 84
NOTE- 31p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC101--$3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Legislation; *Educational Planning; Federal Aid; Federal Government; *Federal Legislation; *Futures (of Society); Government Role; Postsecondary Education; Program Administration; *Role of Education; Secondary Education; State Government; Technological Advancement; *Vocational Education
IDENTIFIERS- Vocational Education Act 1963

The current state of vocational education is one of change and exceptional vitality, tempered by concern. In fiscal year 1983 vocational educators have continued to be concerned with National needs, vocational education has emphasized closer and more effective collaboration with private business and industry, and vocational education's national professional associations and centers of research have focused on keeping current and improving program quality. In the future, vocational education must face up to three categories of "dimensions of change": technological, economic, and demographic. Some areas of concern that need special emphasis by vocational education in the future are partnerships and collaboration; curriculum development; skilled work force development, a closer working relationship with the defense industrial base, active military, and reserve forces; equity and access; governance; dropouts; and educational reform. (Eleven pages within the paper present five tables, one figure, and narrative material on the status of vocational education for the period 1981-83. Topics include appropriations, enrollments, state and local administration of vocational programs, and outlays of Federal funds for such services as vocational instruction under contract, construction of area vocational schools, operation of residential vocational schools, vocational work study, placement, and stipends. Questions and answers are appended.) (YLB)

Tangri, Sandra S.; And Others
The Women's Life-Paths Study: Role-Innovation over Fourteen Years. Symposium Papers.
PUB DATE- Aug 84
NOTE- 28p.; Presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement; *Career Change; *Career Development; College Graduates; Emotional Adjustment; *Females; Higher Education; Longitudinal Studies; Nontraditional Occupations; *Personality Traits; Predictor Variables; Role Conflict; Sex Role
IDENTIFIERS- *Role Innovators

Four symposium papers report the results of a longitudinal study of career development and life changes for a sample of 1,967 female college graduates in the Michigan Student Study who were studied in 1967, 1970 and 1981. The first of the papers, entitled "Where Are They Now? Career Outcomes for the Original Role-Innovators," by Sandra S. Tangri, compares role innovators, traditionals, and moderates on educational and employment experiences, family formation, mentoring, aspirations, and role conflict. The second paper, "Predicting Role-Innovation Fourteen Years after College," by Sandra S. Tangri and Josephine Ruggiero, describes predictors of the paths taken by the three groups, including education and employment, family formation, motivation and commitment, and mentoring. The third paper, "Emotional Adaptation and Changes in Employment," by Jan L. Hitchcock, takes a life change perspective on subjects' employment experiences and examines the relationship between their emotional orientation and recency of last change of employment. The fourth paper, "Role Innovative Goals: Achievement and Change," by Sharon Rae Jenkins, focuses on continuity between 1967 plans and 1981 achievements, examining the complex influences on family and career goals. (JAC)

ED 253 830 CG 018 033

Missing Children's Assistance Act. Hearings before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate. Ninety-Eighth Congress, Second Session on S. 2014, a Bill to Amend the Juvenile Justice and Delinquency Prevention Act of 1974 to Provide for Assistance in Locating Missing Children (February 7 and 21; March 8, 13, and 21, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- S.-Hrg.-98-1052
PUB DATE- 84
NOTE- 282p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Custody; *Children; Elementary Secondary Education; Hearings; Law Enforcement; Runaways
IDENTIFIERS- Congress 98th; *Kidnapping; *Missing Childrens Assistance Act 1983

This document presents testimony and proceedings from Congressional hearings on the problem of missing children and the remedies proposed by the Missing Children's Assistance Act. Opening testimony by Senators Arlen Specter and Paula Hawkins is presented, as is the text of the Missing Children's Assistance Act of 1983. Prepared testimony from other Senators in support of the bill is included. Testimony and prepared statements are also presented from the parents of several missing children and from volunteers and staff members from child welfare organizations, social service agencies, and law enforcement agencies. Topics covered in the testimony include kidnapping by non-custodial parents and by strangers, the role of law enforcement and government agencies, and volunteers in finding missing children. News stories and publicity relating to missing children are included. The appendix includes a statement by Charles Quigley supporting law-related education on behalf of the Center for Civic Education/Law in a Free Society, the Constitutional Rights Society, and the National Institute of Citizens Education in the Law; and a reprint of a news article on helping runaways. (JAC)

ED 253 860 CS 007 941

Direction for Alabama Reading Teachers--A Handbook.

Alabama Univ., Birmingham.; Mobile County Public Schools, Ala.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- 75
NOTE- 204p.; For related documents, see CS 007 942-944. Cover title reads "DART: Directions for Alabama Reading Teachers."
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Reading; *Diagnostic Teaching; Elementary Secondary Education; Learning Processes; *Program Content; Program Development; *Program Improvement; Reading Attitudes; Reading Diagnosis; Reading Improvement; *Reading Instruction; Reading Interests; *Reading Programs; *Reading Skills; Teacher Role; Teaching Methods
IDENTIFIERS- Elementary Secondary Education Act Title I

Designed to help teachers, especially Title I teachers, improve reading programs, this handbook presents guidelines for (1) enhancing the diagnostic-prescriptive reading system approach to teaching and learning, (2) promoting the continuity of learning from level to level, (3) broadening the range of skills taught, and (4) developing interest in reading beyond the demands of everyday assignments. Specifically, the handbook offers ideas and techniques for incorporating reading skills instruction into any subject area, develops a rationale for a diagnostic-prescriptive comprehensive reading approach, and discusses techniques for diagnosing reading problems and developing the skills a learner needs to read effectively. Appendixes contain extensive scope and sequence formats for kindergarten through grade 12, a glossary of terms used in reading instruction, a composite word list for use with preprimer through grade 8 students, some generalizations about teaching reading, and a list of tests used in reading diagnosis. (FL)

ED 253 875 CS 208 777

Gates to Learning: Communication Arts, Summer '83, Grades 4/5. Revised Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-504-4
PUB DATE- 83
NOTE- 149p.; For related documents, see CS 208 773-778.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; *Communication Skills; Curriculum Development; Evaluation Methods; Grade 4; Grade 5; Individualized Instruction; *Integrated Activities; Intermediate Grades; Learning Activities; Parent Role; *Reading Instruction; *Remedial Instruction; *Summer Programs; Teacher Role; *Writing Instruction

Intended for use by teachers of fourth and fifth grade students assigned to a special summer program because they have not met the criteria for promotion, this handbook focuses on strategies by which real reading and its attendant language forms can be maximized within the context of summer and its built-in expectations. The first part of the handbook contains the following: (1) a general outline for an integrated communication arts class, (2) suggestions for supplies, (3) writing activities, (4) a newspaper lesson, (5) a whole class reading/literature lesson, (6) a means for assessing for individualization, (7) a description of an individualized tutorial, (8) techniques for teaching word identification, (9) ways to use sustained silent reading, and (10) discussions of homework and test-taking skills. The second part of the handbook contains daily and weekly lesson plans, and the appendixes provide additional activities and assessment instruments. (FL)

ED 253 931 EA 017 505

Thurston, Paul W.

Torts.

PUB DATE- 84
NOTE- 34p.; Chapter 5 of: The Yearbook of School Law, 1984 (EA 017 500).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Constitutional Law; *Court Litigation; Elementary Secondary Education; Federal Courts; Government Employees; Injuries; Insurance; *Legal Responsibility; Privacy; *School Law; School Personnel; State Courts; Students; Student School Relationship; *Torts; Workers Compensation
IDENTIFIERS- Defamation; Governmental Immunity; *Negligence

Decisions made by federal and state courts during 1983 concerning the liability of schools, school districts, school boards, or school employees in tort cases are reported in this chapter. Torts are civil causes of action based on noncontractual legal responsibilities that individuals have to avoid harming or injuring another's person, property, or reputation. Cases involving claims of negligence, the most common tort, involved injuries to students at school and en route to or from school, as well as injuries to nonstudents. Other negligence cases reported were affected by the application of various defenses against negligence claims, including two types of immunity and the concepts of contributory and comparative negligence. Other topics addressed include tort claims in the areas of liability insurance, injuries to employees, workers' compensation, assault and battery, defamation, interference with contracts, products liability, invasion of the right to privacy, and liability for denial of constitutional rights. (PGD)

ED 254 007 EC 171 716

Growing People: A Model That Works. Welcome to Success. The School Program Narrative of the Yellowstone Boys and Girls Ranch School.

Yellowstone Boys and Girls Ranch School, Billings, MT.

PUB DATE- 1 Aug 84
NOTE- 19p.; For a related document, see ED 195 122.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; Curriculum Development; Educational Philosophy; Elementary Secondary Education; *Emotional Disturbances; Individualized Education Programs; Interpersonal Competence; *Intervention; Job Skills; Program Descriptions; *Self Esteem, *Special Schools; Student Evaluation
IDENTIFIERS- *Yellowstone Boys and Girls Ranch School MT

The booklet describes the philosophy and operation of the Yellowstone Boys and Girls Ranch School Program, an integrated public school residential treatment mainstream educational model located within an accredited residential psychiatric facility in Montana. The therapeutic milieu is designed to redirect children's self-perception. Descriptive information of the school's model and philosophy is followed by a discussion of its mainstream continuum of educational placement, the mission statement, and goals and objectives (teaching self-esteem; personal/social skills; personal/social capabilities, attitudes, and values; life survival skills; and vocational skills). Additional program components explored include the following: the school paradigm for success, data based management, results and accountability, the success programing cycle, assessment, individualized education program (IEP) development, programing interventions (description of a typical day), IEP review, structures and program (the curriculum), ungraded classrooms, discipline and motivation systems, self-control instruction, re-entry curriculum, staff development, tool skills, outreach training, and an anti-burnout staff program. (CL)

ED 253 648 CE 040 446

Dennis, William J., Jr.; Douglas, Sally L.
Small Business Evaluates SBA.
National Federation of Independent Business, San Mateo, CA. Research and Education Foundation.
PUB DATE- Jun 84
NOTE- 34p.
AVAILABLE FROM- National Federation of Independent Business, Research and Education Foundation, 600 Maryland Avenue, SW, Suite 700, Washington, DC 20024 (Single copies free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Agency Role; Career Education; *Employer Attitudes; *Entrepreneurship; *Evaluation; Government Role; *Public Agencies; *Small Businesses
IDENTIFIERS- *Small Business Administration

The Small Business Administration (SBA) and its functions were evaluated from the perspective of the agency's principal constituency--small business owners. A telephone survey of 1,250 randomly selected members of the National Federation of Independent Business provided data. Small business owners usually recognized the SBA by name but had limited knowledge of it and its programs. Although SBA had a positive image among small business owners, it was usually perceived by them to have had no impact on their businesses. Three of four small business owners believed that the constituency SBA is supposed to serve is "small business owners in general," but only 3 in 10 believed that this is the group SBA actually serves. Those whose views of SBA were principally shaped by reading were the most positive toward the agency; those whose views were principally shaped by personal contact were the least positive. One-third of small business owners had had contact with SBA, mostly in reference to its financial assistance programs. The SBA function that had broad support as a legitimate role for government was advocacy. Small business owners believed their lobbyists should allocate SBA issues a middle priority. (The survey is appended. Eighteen tables are provided.) (YLB)

ED 253 673 CE 040 615

Stanley, Dale

Job Roles in Human Services. Volume 8: Core Competencies. Task Analysis in Human Services Special Project.

Camosun Coll., Victoria (British Columbia). Div. of Coll. Resources.
SPONS. AGENCY- British Columbia Dept. of Education, Victoria.; British Columbia Dept. of Human Resources, Victoria.
PUB DATE- May 83
NOTE- 125p.; For Volumes 1-7, see CE 040 608-615.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Caseworkers; Communication Skills; *Competency Based Education; Core Curriculum; *Counseling Techniques; Counselor Client Relationship; Counselor Role; *Counselor Training; Definitions; Delivery Systems; *Educational Needs; Foreign Countries; Higher Education; *Human Services; Individual Development; Interpersonal Competence; Job Analysis; Job Skills; Legal Responsibility; Occupational Information; Professional Development; Public Policy; Public Relations; Self Actualization; Time Management
IDENTIFIERS- British Columbia

This book of objectives, one of a series designed to provide a competency-based analysis of employment categories in human services, deals with core competencies necessary for human service workers as a group. Addressed in the individual sections of the volume are the following skill areas: client interactions, service delivery, personal and professional development, work management skills, public relations, policy and procedures, legal responsibility, human development, and communication skills. Each section contains a main objective, a series of enabling objectives, and ratings for the scale of importance and the levels of independence measures for the following human services occupations: financial assistance worker, rehabilitation officer, health care worker, family support worker, child care counselor, social worker, and district supervisor. The independence scale indicates the degree of supervision that an individual could expect when performing the job task. The scale of importance designates each objective as being either prerequisite (i.e., knowledge or skills that individuals must bring with them to be adequately prepared for the job role), critical (i.e., objectives that are essential to competent performance on the job--areas of skill or knowledge that individuals must possess to develop during their work experience), or enrichment (i.e., objectives that are not essential but add to a comprehensive understanding of the job and more flexible and skillful job performance). Also included in the volume are a list of definitions, a job profile chart, and a discussion of the methodology used to identify the core objectives. (MN)

ED 253 756 CE 040 808

Thomas, Patricia
Driver Behavior and Motivation.
Toms River Regional Schools, NJ.
PUB DATE- Oct 84
NOTE- 14p.; Paper presented at the Annual Meeting of the Association of School Business Officials (70th, Atlantic City, NJ, October 14-18, 1984). For a related document, see CE 040 809.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Driver Education; Guides; *Motivation; Personnel Selection; Safety Education; *School Buses; *Student Transportation; *Supervision; *Supervisory Methods; Traffic Safety
IDENTIFIERS- *Bus Drivers

School bus driver behavior and motivation are continuing concerns for leaders/administrators in the field of transportation. Motivation begins with selection of a potential new driver. Drivers must like children and be patient, loyal, and punctual. The applicant's background must be verified, in view of the national concern for child safety. Motivation begins from the moment an application from a potential new driver is accepted. Good communication is essential, and a driver's manual is the best tool for establi[illegible] procedures, rules, and regulations and providing the direction [illegible]essary for a consistent operation. One can never spend too much time in driver training, and quality instructors for driver training and safety programs are the key to maintaining a safe, effective, and efficient transportation system. Continuous driver education and information is a priority. A good supervisor becomes involved with drivers, since his/her involvement motivates them. Of the many duties and responsibilities of a school bus driver, human relations skills are very important. (YLB)

ED 253 771 CE 040 835

Slaugh, Linda Ann Cochran; Thomas, Hollie B.

Effects of Environment and Status of Innovation on Perceived Barriers to Change.

PUB DATE- Apr 85

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). For a related document, see CE 040 686.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Business Education; *Business Education Teachers; *Competency Based Education; *Educational Change; *Educational Environment; Educational Facilities; *Educational Innovation; Educational Research; Instructional Innovation; Postsecondary Education; Secondary Education; State Surveys; *Teacher Attitudes; Two Year Colleges; Vocational Schools

IDENTIFIERS- Florida

A study was conducted to determine if two specific factors had an effect on business teachers' perceptions of barriers to the implementation of a change. The two factors were the type of environment (type of school in which the teacher taught) and whether or not a change was perceived as being new or old. The change was implementation of a competency-based business curriculum. A proportional random sample of secondary, vocational-technical center, and community college business teachers in Florida were asked to respond to a perceived barriers scale and a measure of newness of the competency-based business curriculum. Two-way analysis of variance was used to analyze the data. Results indicated that environment had an effect on the perceptions of barriers. Vocational-technical center teachers saw significantly fewer barriers than did business teachers in the other two types of schools. Findings indicated that the concept of an idea as an innovation made little difference in whether teachers saw barriers to its implementation. No significant interaction effect of the two variables on teachers' perceptions of barriers to implementing the competency-based business education curriculum was found. (YLB)

ED 253 800 CG 018 003

Working with Black Families and Children: Suggested Child Welfare Content for Required Courses in Programs of Social Work Education.

Virginia Commonwealth Univ., Richmond. Region III Child Welfare Training Center.

SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- Mar 82
NOTE- 119p.; For related documents, see CG 018 000-002.
GRANT- 90-CT-1969(03)
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Black Family; *Child Welfare; *Core Curriculum; *Curriculum Development; Curriculum Guides; Family Programs; Higher Education; *Resource Materials; *Social Work; Welfare Services

This document is one in a series of resource manuals providing child welfare content that can be included in existing core courses in social work education programs, i.e., social work policy, social work practice, social work research, and human development in the social environment. Part 1 of the document discusses the reasons for developing child welfare content for core courses, the process for development and use of the child welfare content, and the five specific issues selected for development. Part 2 presents eight sections of material that can be used to teach the issues of "Working with Black Families and Children" as it relates to child welfare services. Sections I through VI include a discussion of the issue, learning objectives, case studies, learning exercises, and a list of audiovisual aids and resource persons/organizations. Material provided in these sections can be used in any of the four core courses. Section VII lists readings for each of the core courses, and section VIII provides guidelines for incorporating the material on black families and children into each of the four core courses. (BH)

Calhoun, Mary Lynne; Allegretti, Christine L.

The Processing of Short Vowels, Long Vowels and Vowel Digraphs in Disabled and Non-Disabled Readers.

PUB DATE- 27 Mar 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Elementary Education; *Language Processing; Males; *Phoneme Grapheme Correspondence; *Reading Difficulties; Reading Instruction; *Reading Research; Remedial Instruction; *Vowels

To test F. J. Morrison's conceptualization of reading disability as the failure to master the complex irregular system of rules governing sound-symbol correspondence in English (1980), a study investigated the speed with which disabled and normal readers processed short vowels, long vowels, and vowel digraphs. Subjects consisted of two groups of male students: (1) seven disabled readers in the third, fourth, and fifth grades having a mean IQ score of 103 and a mean word recognition grade equivalent score of 3.0; and (2) seven non-disabled readers in the second and third grades having a mean IQ score of 107 and a mean word recognition score of 3.1. Both groups were presented pseudoword pairs on slides and asked to identify a target word. Reaction time was measured with voice-operated relay and digital millisecond clock counter. The pseudoword pairs were formed such that each was matched with another that was identical except for one or two vowels in the medial position. When the effects of type of reader and type of letters in the medial position on reaction time were assessed, results showed no significant effects involving type of reader or type of pseudoword. An analysis of reaction times for individual words found significant differences. An inspection of the effects of practice on the reaction times found differences between disabled and non-disabled readers. The need for an empirically supported "complexity scale" is discussed. (Author/FL)

ED 253 890   CS 504 819

Roberts, Charles V.
A Report of a Three Year Program in Teaching Communication Skills across the Curriculum.
PUB DATE- Nov 84
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Communication Skills; Content Area Reading; *Curriculum Development; Higher Education; *Integrated Activities; *Interdisciplinary Approach; Listening Skills; Program Content; Program Development; Program Effectiveness; *Speech Communication; Speech Instruction; Speech Skills; *Student Needs

A program (entitled "Across the Curriculum") that integrated speaking, listening, reading, and writing instruction into content areas across the curriculum, in Central College, Iowa, is described in this paper. The paper first discusses the formation of the program, which was predicated on a desire shared by faculty members in all academic areas to improve the communication skills of all students. It then reviews various aspects of the program, including the summer workshops in which faculty members learned basic concepts for teaching communication skills and reworked their course syllabi to include more communication experiences. Finally, the paper summarizes the findings of a three-year evaluation study of the program showing its success. (FL)

ED 253 904 CS 504 843

Shipman, John M., Jr.
Pressures on TV Programs: Coalition for Better Television's Case.
Freedom of Information Center, Columbia, Mo.
REPORT NO.- FOI-504
PUB DATE- Jan 85
NOTE- 9p.; Footnotes may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advertising; Economic Factors; Mass Media Effects; Moral Values; *Programing (Broadcast); Public Opinion; Sex; *Television; *Television Commercials; Violence
IDENTIFIERS- *Boycotts; *Coalition for Better Television; Pressure Groups; Television Networks

In 1981, the conservative Coalition for Better Television (CBTV) threatened an economic boycott against advertisers who marketed their wares on programs that the coalition felt had excessive sex and violence. Because television networks are dependent on advertising, the coalition believed economic pressure on advertisers would force a corresponding pressure by the advertisers on the networks to alter their programing. Networks would naturally succumb to the pressure since they could ill-afford to lose top advertisers. The boycott threat was criticized for three reasons: (1) it amounted to censorship, since advertisement involves speech; (2) it affected innocent bystanders, such as employees of the products advertised; and (3) it precluded the right of television audiences to view what they choose. Although the threatened boycott never materialized, there is evidence that sponsors and networks were very aware of the coalition, and had voluntarily made efforts to reduce objectionable programing, making the boycott unnecessary. Some observers saw the coalition's influence in later programing, although networks would not admit the coalition had forced a change in their 1981 fall schedule. Shortly thereafter, the coalition threatened a second boycott against the Radio Corporation of America (RCA) and its subsidiaries, one of which was the NBC network. Although this boycott did materialize, it did not enjoy the support of the Moral Majority and other conservative groups and had little effect. (HTH)

ED 253 918 EA 017 040

Mersky, Ronald
Management Practices: A Major Cause of Stress among Teachers.
PUB DATE- 15 Nov 83
NOTE- 13p.; Paper presented at the Annual Meeting of the Southern Regional Council on Educational Administration (Knoxville, TN, November 13-15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Measures; Discipline; Educational Environment; Elementary Secondary Education; Research Needs; Rural Schools; *Stress Variables; Teacher Administrator Relationship; *Teacher Morale; *Teacher Response; *Teaching (Occupation); *Teaching Conditions; Work Environment
IDENTIFIERS- Kentucky (East); *Management Practices; *Teaching Events Stress Inventory

This research studies task-based stress among teachers in a rural setting. A 51-item instrument was administered to teachers in 12 schools to determine (1) the extent of differential reactions to a wide range of task-based teaching events, as correlated with situational characteristics (sex, age, elementary or secondary affiliation, school size); and (2) the magnitude of stress associated with each teaching event listed. Two patterns of events emerging from the study suggest that a high degree of stress among teachers in eastern Kentucky is associated with management practices: action over which teachers have little control, and events associated with the theme of violence/student discipline. The least stressful events centered around the theme of pedagogical activities: lesson plans, inservice meetings, and student evaluation. Based on the research, basic issues are identified that are in need of further study: relationship of perceived stress to internal factors, whether it is harmful to teaching performance, and whether the degree of stress differs between effective and ineffective schools. Many of the most stressful events concerned physical safety and economic security. The research suggests that a logical point of intervention in reducing stessful teaching conditions is the improvement of management practices. Tables provide the demographic characteristics of the sample and the original Teaching Events Stress Inventory. An 11-item reference list is included. (TE)

ED 253 991 EC 171 400

Gottlieb, Daniel S.; Bortner, Morton
Temperamental Patterns in Autistic Children: Parental Perceptions.
PUB DATE- Aug 84
NOTE- 17p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
AVAILABLE FROM- Daniel Gottlieb, 902 Ocean Pkwy., Brooklyn, NY 11230.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Autism; *Developmental Disabilities; Elementary Education; Parent Attitudes; *Personality Traits; Psychological Characteristics

The parents of 12 autistic and 12 neurologically impaired/mentally retarded children (4-6 years old) completed the Carey-McDevitt Behavioral Style Questionnaire designed to assess temperament in young children. While numerous significant differences between autistic and normal children were found, autistic and developmentally disabled children differed only along one dimension of temperament (intensity). These findings highlight the essential similarities between these two diagnostic groups, and are consistent with previous research. It is suggested that, considering the overlap between the two groups, the label "autism" should be limited to instances in which clear distinctions can be made which will result in highly specific interventions. A 19-item bibliography is included. (Author/CL)

ED 254 023 EC 171 732

Cooper, Judith A.; Hebbeler, Kathleen M.
Follow-Up Study of Children Referred to Developmental Evaluation Services for Children (DESC).
Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.
PUB DATE- Nov 84
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Clinical Diagnosis; *Disabilities; Followup Studies; *Handicap Identification; Intervention; Multiple Disabilities; Preschool Education; Program Effectiveness; Special Education; *Student Placement
IDENTIFIERS- Maryland; *Montgomery County Public Schools MD

Developmental Evaluation Services for Children (DESC) provides in-depth medical and educational diagnostic services for children in Montgomery County, Maryland, who are under 6 years of age and who are suspected of having handicapping conditions in two or more areas of development. This follow-up study was designed to determine the progress of students referred to DESC since 1976. Three types of data were collected: present placement and related special services received in 1982-83 by all Ss referred between 1976-1982; year-to-year placement histories on a sample of approximately half the Ss referred during 1977-78 and 1978-79; and in-depth case studies for a small sample of Ss (N=13). Findings addressed three major issues related to the clinic; appropriateness of the policy for acceptance for evaluation, most of the Ss evaluated by the clinic were found to be handicapped and to require special education for the next several years); stability of the diagnosis (evaluations were found to be comprehensive and accurate in identifying handicapping conditions and/or deficits in preschool Ss); and the effectiveness of early identification and intervention (almost 70% of the evaluated children were still in self-contained special education classrooms 5-6 years later). The existence of multiple impairments in many referred children affects the findings on intervention effectiveness. (CL)

ED 253 661 CE 040 589

Little, Milton J., Jr.; Tumolillo, Alan
The Value of Youth Work.
New York Interface Development Project, Inc., NY.
PUB DATE- May 84
NOTE- 46p.; Funded by the Florence V. Burden Foundation, the Robert Sterling Clark Foundation, the Charles Revson Foundation, the Sherman Foundation, and the Taconic Foundation.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Education; *Cost Effectiveness; *Disadvantaged; *Employment Programs; High Risk Students; *Job Training; Postsecondary Education; Productivity; Vocational Education; Work Experience Programs; Youth Employment; *Youth Programs
IDENTIFIERS- *New York (New York)

The cost benefits of a model work training program for at-risk youth in New York City were analyzed. Starting with an individual assessment of each client's needs, the INTERFACE youth employment training program included these components: work experience in public service projects, literacy education/equivalency diploma preparation, classroom preemployment and occupational skills training, support services, and certification. Predictions were that a one-year program would cost $11,616 per completer or $10,745,235 for a cycle for 1,000 youths. Returns to the city would be saved welfare benefits, taxes paid by an employed trainee, and the value of participant output. The best estimate was that for its investment of approximately $10.7 million, the city would realize a total return of $12,952,126 in 10 years--a "profit" of more than $2 million, or 21 percent. The cost-benefit methodology was tested against a working example--the Women's Ventures in Community Improvement (VICI) program. Findings indicated the VICI program has an even higher output than that estimated for the youth program. Each dollar of program costs resulted in $1.34 worth of total benefits to the participants and to society. (A description of the design of the youth employment training program is appended.) (YLB)

ED 253 729 CE 040 724

Savage, Ernest N.; Streichler, Jerry

Teacher Education in Technology Programs: Is It Working?
PUB DATE- 29 Mar 85
NOTE- 8p.; Paper presented at the Annual Conference of the International Technology Education Association (San Diego, CA, March 29, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Delivery Systems; Educational Benefits; Educational Needs; Educational Practices; Educational Trends; Higher Education; *Industrial Arts Teachers; *Methods Courses; Needs Assessment; Outcomes of Education; *Preservice Teacher Education; *Program Content; Program Effectiveness; Teaching Methods; Technical Education; *Trade and Industrial Education
IDENTIFIERS- Regional Surveys

A study examined the nature, status, and trends in the delivery of technical content and instructional methods courses to prepare industrial arts teachers. The members of the Mississippi Valley Industrial Teacher Education Conference were used as a representative group for the preliminary survey. Data collected from the individuals indicated that most schools (86 percent) offer industrial teacher education programs within an academic unit that offers technology programs. Most schools do not offer special technical content courses designed exclusively for technology majors or for those preparing to teach. Approximately 90 percent of the schools offer one or more professional teaching or curriculum courses to those preparing to become industrial teachers. Of those schools, over 90 percent include experiences and activities in the technologies contained in the content of such methods courses. It was concluded that including those preparing to become industrial teachers in comprehensive technology programs that also prepare other types of professionals has several advantages. For example, this practice results in increased course and section offerings, affords students the opportunity to select in-depth specialized courses, enables future teachers to study with potentially better qualified faculty, and frequently results in enriched career development opportunities for them. (MN)

ED 253 743 CE 040 756

Oversight--Job Training Partnership Act. Hearing before the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, Second Session on Oversight on Problems Encountered in the Implementation of the Job Training Partnership Act (Jackson, Mississippi).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- S-Hrg-98-1128
PUB DATE- 12 Jul 84
NOTE- 152p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Cooperative Planning; Cooperative Programs; Educational Benefits; Educational Cooperation; *Educational Legislation; Educational Needs; Educational Policy; Employer Attitudes; *Federal Legislation; Financial Needs; Financial Support; Hearings; *Job Training; Linking Agents; Needs Assessment; Participant Satisfaction; Participation; Postsecondary Education; *Program Administration; Program Effectiveness; *Program Implementation; Public Policy; Rural Areas; *School Business Relationship; School Districts; Statewide Planning
IDENTIFIERS- Congress 98th; *Job Training Partnership Act 1982; Mississippi; Private Sector

This Congressional report contains prepared statements presented at a hearing held in Mississippi to assess local and statewide implementation of the Job Training Partnership Act (JTPA). The focus of the hearing was on state-level administration and assessment of the program, strategies for linking education and training systems, and employers and job trainees participating in JTPA programs. Included among those persons providing testimony at the hearing were representatives of the following agencies and organizations: the South Panola Consolidated School District of Batesville, Mississippi; the Delta Foundation; Itawama Junior College; Port Gibson Electric Manufacturing Company; Hughes Aircraft Mississippi, Inc.; the Capital Area Training and Employment Consortium; the Mississippi Employment Security Commission; the Mississippi State Department of Public Welfare; and the Missippi State Department of Education. Correspondence to and from the Assistant Secretary of the U.S. Department of Labor is also included. (MN)

ED 253 815 CG 018 018

Stevens, Gregory B.
Ideology and Burnout in a Human Service Setting.
PUB DATE- Aug 84
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Burnout; *Human Services; Job Satisfaction; Organizational Objectives; Professional Personnel; Work Attitudes
IDENTIFIERS- *Commitment; Ideology

Psychological burnout has a detrimental impact on workers in the human service field, and variables contributing to the burnout process need to be explored. In order to examine the relationships between burnout and four commitment dimensions (commitment to a theory, to agency philosophy, to a particular job, and to client service), 47 professionals (37 females and 10 males) serving the developmentally disabled in a day treatment program completed questionnaires. Burnout was measured by the Maslach Burnout Inventory (MBI). Results showed that in an agency where the staff shared no strong ideological theory (which is felt by researchers C. Cherniss and D. Krantz to increase commitment and reduce burnout), reduced levels of burnout were correlated with commitment to the agency's philosophy and objectives, and to one's job classification. There was no isgnificant correlation between burnout and commitment to clients. (BH)

ED 253 945 EA 017 524

Kilgore, Alvah M.; And Others
Developing and Implementing a Comprehensive Teacher Assessment
System.
PUB DATE- Mar 85
NOTE- 79p.; Paper presented at the Annual Meeting of the Association
for Supervision and Curriculum Development (Chicago, IL, March
22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria;
*Evaluation Methods; Evaluation Utilization; Evaluators; Personnel
Policy; Policy Formation; *Program Development; Research
Utilization; *Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- Valley Public Schools NE

This paper shares the outcomes of a developmental process designed to create a comprehensive teacher assessment program within a local school district. The paper includes a rationale that helps to explain the need for developing teacher evaluation systems different from most current models, the processes used to create the assessment program, and the assessment document that resulted from the process. The assessment document includes an actual school district's statement of beliefs about teaching, revised school board policies pertaining to teacher evaluation, a list of minimum teacher performance expectations, procedures for assessing teacher performance, instruments used to assess teacher behavior, instruments used to assess teacher relationships, and a professional development plan. (Author/TE)

ED 253 960 EA 017 542

Lines, Patricia; McGuire, Kent
Education Reform and Education Choice: Conflict and Accommodation.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 84
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Collective Bargaining; Compulsory Education; Curriculum Design; Educational Change; Educational Innovation; *Educational Objectives; *Educational Policy; Educational Strategies; Elementary Secondary Education; Government School Relationship; Magnet Schools; Nontraditional Education; Parent School Relationship; *Politics of Education; *Public Education; *School Choice; School Desegregation; School Law

This paper identifies major education goals that conflict with educational choice and explores the context and causes of the conflict. Implications for family choice of the numerous reforms currently gaining nationwide support are examined, along with public policies that deny choice, such as attendance requirements, state-imposed curriculum requirements, teacher certification requirements, and tracking, either formally or informally through counselling. After an introductory overview, these issues are discussed first from the perspective of the consumer, then from that of society. Finally, in a section addressing the compatibility of choice and educational reform, prospects for increased choice are considered in light of the political and administrative relationships predominant within the contemporary public school system. Extensive footnotes and a 40-item bibliography are included. (TE)

ED 253 974 EA 017 563

Ediger, Marlow
Issues in Educational Administration.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Policy; Administrator Education; Administrator Evaluation; Administrator Role; *Educational Administration; *Educational Philosophy; Elementary Secondary Education; Higher Education; Merit Pay; *Policy Formation; Principals; Teacher Evaluation

School administrators need to study and analyze the pros and cons of issues before making decisions. Ultimately, decisions need to be made by administrators as to which philosophies of education to implement in resolving conflicting points of view. More research studies would lead to an increased number of syntheses of the pros and cons of certain issues. Seven of these issues are discussed: (1) diverse means of appraising teacher performance, (2) approaches in rewarding principals and supervisors; (3) ideographic (personal needs of participants) versus nomothetic (the school system) dimensions in school organization; (4) theory as compared to practice in graduate programs of school administration; (5) art versus science roles of administrators; (6) merit pay as compared to cooperative agreement on salaries of principals and supervisors; and (7) traits versus functional situations in assessing school administrators. Five references are provided. (MLF)

ED 254 037 EC 171 746

Improving the Quality of Life for People with Disablities: Potential Uses of Technology. Policy Analysis Series: Issues Related to Welsch v. Levine, Paper No. 22.

Minnesota State Planning Agency, St. Paul.

PUB DATE- Apr 84

NOTE- 32p.; Developed by the Developmental Disabilities Program. Research and publication of this paper were made possible by a grant from the McKnight Foundation.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Communication Aids (for Disabled); Computer Assisted Instruction; Delivery Systems; *Disabilities; Education; Electromechanical Aids; Employment; *Financial Policy; Motor Development; Self Care Skills; Systems Development; *Technological Advancement; *Technology; Technology Transfer; Trend Analysis

The paper describes the current use of technology by persons with disabilities, and examines ways to increase its use. Current use is analyzed for the following aspects: communication (including modified keyboards and adaptive switches), mobility and positioning (including orthotics), independent living (including telecommunications and robotic arms), education (including computer assisted instruction) and employment (including computer access and job site modifications). Major barriers to technology use are noted, including geographical access, lack of information, scarcity of rehabilitation engineers and other professionals trained in disability-related technology, and funding problems. Efforts to solve the three major types of problems related to the use of existing technology (those resulting from lack of knowledge and training regarding technology, lack of access to technology-related services, and funding problems) are considered. Activities to increase awareness of technology through informational materials, workshops and training, resource centers, and information agencies are described. Among approaches noted for problems related to lack of access are outreach efforts and the use of volunteers with specialized training. Funding efforts are considered, including advocacy of policy changes in public and private funding mechanisms. (CL)

ED 253 688 CE 040 658

State Plan and Annual Report, 1985.
Maryland State Dept. of Employment and Training, Baltimore.
PUB DATE- 85
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Adult Programs; Annual Reports; Departments; Employment; *Employment Programs; Equal Opportunities (Jobs); Federal Legislation; Job Placement; *Job Training; *Labor Force Development; Objectives; Resource Allocation; *State Agencies; *Statewide Planning; Unemployment; *Unemployment Insurance; Vocational Education
IDENTIFIERS- Job Service; Job Training Partnership Act 1982; *Maryland

This second annual plan of Maryland's Department of Employment and Training (DET) outlines goals, objectives, and implementation strategies and highlights programs initiated during its first year of operation. Sections 1, 2, and 3 offer the mission statement, historical overview, and departmental structure. Section 4 outlines DET goals and objectives. Goals, objectives, and implementation strategies that appeared in the 1984 plan are followed by statements of progress. The implementation strategies for new goals and objectives for 1985 include completion dates. Section 5 contains highlights for each DET management unit. Section 6 focuses on the impact that DET local offices and programs have on ecomomic and labor market conditions. Information provided for the 24 political subdivisions, arranged alphabetically, includes each office's location, mailing address, telephone number, and manager; thumbnail sketch of economic and labor market conditions; graphic comparison of unemployment rates during the past two fiscal years; highlights of local office program activity; and fiscal year service totals for the Job Service and Unemployment Insurance programs. The final sections provide Job Training Partnership Act performance and funding information, Job Service program and resource allocation information, and an Unemployment Insurance Administration statistical profile. An appendix summarizes unemployment insurance legislation. (YLB)

ED 253 715 CE 040 704

Gregory, Margaret R.; Benson, Robert T.
V-TECS Guide for Auto Body Repair.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 84
NOTE- 178p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrators; *Auto Body Repairers; Behavioral Objectives; Classroom Techniques; *Cost Estimates; Equipment Utilization; Hand Tools; Learning Activities; Managerial Occupations; *Metal Working; *Painting (Industrial Arts); Safety; Secondary Education; State Curriculum Guides; Student Evaluation; Teaching Methods; *Vocational Education; *Welding
IDENTIFIERS- *Automobiles

This curriculum guide consists of materials for teaching a course in auto body repair. Addressed in the individual units of the guide are the following topics: the nature and scope of auto body repair; safety; tools; auto body construction; simple metal straightening; welding; painting and refinishing; refinishing complete lacquer; refinishing complete enamel; detailing; body and frame alignment; welding frames and frame horns; repairing, replacing, adjusting, and installing trim and accessories; removing and installing glass; making cost estimates; and performing managerial duties and writing work orders. Each unit contains some or all of the following: series of duty and task lists, performance objectives, learning activities, lists of suggested resources, lists of tools and equipment to complete each individual task covered in the unit, and evaluation criteria. Appendixes to the guide contain a duty and task list, a series of definitions, a tool and equipment list, and a bibliography. (MN)

ED 253 786 CG 017 989

Faley, Robert H.; Kleiman, Lawrence S.

The Impact of Professional and Administrative Standards on Court Cases Involving Criterion-Related Validity.

PUB DATE- Aug 84

NOTE- 47p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-27, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Court Litigation; Guidelines; Job Analysis; *Occupational Tests; *Standards; Test Bias; *Test Validity

IDENTIFIERS- Adverse Impact; *Criterion Related Validity

This paper reviews 12 Title VII court cases litigated since 1978 to assess implications of recent professional and legal guidelines regarding criterion-related validity of paper and pencil tests used by employers to prove job relatedness. Major topics important to an understanding of predictor criterion, including procedural, and data analysis and interpretation issues are examined. Predictor related issues which are considered include choice of predictor, test content, and search for alternatives. Criterion-related issues which are reviewed include criterion relevancy, psychometric considerations, use of the criterion, and training performance as the criterion. Three major procedural issues are examined: (1) choice of predictive or concurrent strategy; (2) sample size; and (3) job grouping. Issues involving magnitude and utility of the predictor-criterion relationship, the use of statistical corrections, cutoff scores, test fairness, and validity generalization are also discussed. Suggestions are offered to guide employers who are interested in successfully conducting or defending a criterion-related validation study. (JAC)

ED 253 831 CG 018 034

Leeds, Stephen J.

Evaluation of Nebraska's Intensive Services Project: Lincoln and McCook, Nebraska, March 1983-February 1984.

National Resource Center on Family-Based Services, Iowa City, IA.

PUB DATE- 27 Mar 84

NOTE- 62p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Caseworker Approach; *Child Welfare; Delivery Systems; Family Problems; *Family Programs; Foster Care; *Home Programs; Placement; Prevention; Program Evaluation; *Social Services

IDENTIFIERS- Intensive Services Project; Nebraska

This report presents an evaluation of the Intensive Services Project in Lincoln and McCook, Nebraska, which was designed to demonstrate that caseworkers with smaller child protective caseloads could offer more effective home-based services. The background of the project is described focusing on staffing and service setting. Service principles and goals are outlined and the case referral and acceptance process is detailed. The evaluation design, objectives, data collection, and methodology are discussed. The section on findings provides information on particpant family characteristics and problem levels, and service provision and case outcomes. Outcome-related factors and follow-up results are highlighted. Conclusions are offered in terms of the original goals of the project as well as overall project effectiveness. The appendix includes the data collection instruments. (JAC)

ED 253 861 CS 007 942

Direction for Alabama Reading Teachers #1: Commercial Materials for Title I Reading Teachers. Second Edition.

Alabama Univ., Birmingham.; Mobile County Public Schools, Ala.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.

PUB DATE- 76

NOTE- 319p.; For related documents, see CS 007 941-944. Cover title reads "DART: Directions for Alabama Reading Teachers."

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Compensatory Education; Critical Thinking; Elementary Secondary Education; *Instructional Materials; Language Acquisition; Listening Skills; Phonics; *Reading Instruction; *Reading Material Selection; *Reading Programs; Reading Rate; Reading Readiness; Reading Skills; *Remedial Instruction; Study Skills; Teacher Role; *Textbook Selection; Visual Discrimination; Vocabulary Development

IDENTIFIERS- Elementary Secondary Education Act Title I

Intended for use by Title I reading teachers, this handbook is designed to aid in answering questions about the selection and use of instructional materials. The handbook lists materials according to the following skill areas: (1) auditory discrimination, (2) comprehension, (3) critical thinking, (4) dictionary skills; (5) fine motor skills, (6) independent reading, (7) language development, (8) listening skills, (9) perceptual development, (10) phonics, (11) reading rate, (12) readiness, (13) reading programs, (14) structural analysis skills, (15) study skills, (16) visual discrimination, and (17) vocabulary. In addition, the handbook contains descriptions of all the materials listed, including information about the skills covered in each item described, publisher, interest and instructional levels, price, and whether the material is consumable. A list of publishers of instructional materials concludes the handbook. (FL)

ED 253 876 CS 208 778

Gates to Learning: Communication Arts, Summer '83, Grades 7/8. Revised Edition.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-507-9
PUB DATE- 83
NOTE- 179p.; For related documents, see CS 208 773-777. Pages 97-107 of the document, which contained chapter on Circulation of Blood, were removed because of copyright restrictions.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; Content Area Reading; Curriculum Development; Evaluation Methods; Grade 7; Grade 8; *Individualized Instruction; Integrated Activities; Junior High Schools; Learning Activities; Oral Reading; Parent Role; *Reading Instruction; *Remedial Instruction; Silent Reading; *Summer Programs; Teacher Role; *Writing Instruction

Intended for use by teachers of seventh and eighth grade students assigned to a special summer program because they have not met the criteria for promotion, this handbook focuses on strategies by which real reading and its attendant language forms can be maximized within the context of summer and its built-in expectations. The first part of the handbook contains the following: (1) a general outline for an integrated communication arts class, (2) suggested supplies, (3) writing activities, (4) a newspaper lesson, (5) a whole class reading/literature lesson, (6) suggestions for assessing for individualization, (7) a description of an individualized tutorial, and (8) suggestions for teaching word identification, using sustained silent reading, assigning homework, and improving test-taking skills. The second part of the handbook contains daily and weekly lesson plans, and the appendixes provide additional activities and assessment instruments. (FL)

ED 253 932 EA 017 506

Rossmiller, Richard A.

Finance.

PUB DATE- 84
NOTE- 31p.; Chapter 6 of: The Yearbook of School Law, 1984 (EA 017 500).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Court Litigation; *Educational Finance; Elementary Secondary Education; Federal Aid; Federal Courts; Fees; *Financial Support; Government School Relationship; Private Education; Private School Aid; Resource Allocation; School Districts; School Funds; *School Law; School Support; School Taxes; Special Education; State Aid; State Church Separation; State Courts; Student Transportation; Tax Credits; Tuition
IDENTIFIERS- Supreme Court

Decisions made by federal and state courts during 1983 concerning school finance are reported in this chapter. Among the decisions discussed are United States Supreme Court findings in cases involving tuition tax credits, reimbursement of misapplied Title I funds by states, and tuition requirements for nonresident students. Cases concerning the constitutionality of state school support programs were litigated in Maryland and Arkansas with opposite results. The legality of fees assessed students was questioned in cases heard in California and New York and other cases touching on similar topics are discussed. Discussed also are: decisions affecting the provision of public funds for services, textbooks, instructional materials, and transportation provided by or for private schools; the provision of funds for special education; the power of school districts to levy taxes; the financial relationship of school districts to other governmental bodies; and the proper allocation of school funds. (PGD)

ED 253 992 EC 171 701

Parker, Tommie; Cooper, Robert M.
Family Therapy as a Treatment Model for Families with a Mentally Retarded Child.
PUB DATE- May 84
NOTE- 18p.; Paper presented at the Annual Meeting of the American Association of Mental Deficiency (108th, Minneapolis, MN, May 27-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Techniques; Elementary Secondary Education; *Family Counseling; Family Relationship; *Family Role; *Family Structure; Intervention; *Mental Retardation; Therapy

Assessment and treatment implications of family therapy for mentally retarded individuals are examined. Parental reactions to initial diagnosis are noted as are special problems exhibited by parents (such as parental inadequacies and emotional problems) that require intervention. The critical nature of diagnostic interpretation is emphasized, and the need for supportive family counseling at this point is stressed. Three areas for treatment intervention are explored: (1) within the developmental life stages of families with a retarded child, (2) through the hierarchical structure of these families, and (3) inside the central triangle (mother, father, disabled child) of the retarded child's family. Case studies illustrating each type of treatment intervention are offered. Diagrams of family dysfunction commonly found in families with mentally retarded children are presented. The professional's role in trying to foster functional intrafamilial relationships through restructuring the family hierarchy and family role assignments is considered. Eleven references are listed. (CL)

ED 254 008 EC 171 717

Hauber, Florence A.; And Others
National Census of Residential Facilities: Fiscal Year 1982. Center for Residential and Community Services, Project Report No. 19.
Minnesota Univ., Minneapolis. Dept. of Educational Psychology.
SPONS. AGENCY- Health Care Financing Administration (DHHS), Washington, DC.
PUB DATE- Sep 84
NOTE- 113p.
GRANT- DHHS-18-P-98078/5-01
AVAILABLE FROM- Center for Residential and Community Services, Department of Educational Psychology, University of Minnesota, 207 Pattee Hall, 150 Pillsbury Dr., S.E., Minneapolis, MN 55455 ($5.00 postpaid).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Census Figures; Demography; *Mental Retardation; *Residential Institutions; *Residential Programs; Statistical Analysis; Statistical Data

Data are reported from the 1982 census of licensed residential facilities for mentally retarded people. Findings (by state as well as by the Department of Health and Human Services Region) are reported for characteristics of the facility (number and type of facility, year of opening, type of operator, rate of placement by size of facility, reimbursement rates) and of the residents (age and level of retardation, functional limitations, resident movement). Conclusions indicate that an extended array of residential alternatives are available, with nearly one-third of the states having residential programs represented by each of six general facility types. Despite growth in smaller community-based facilities in recent years the primary provider of residential services is still the large group residence. While over 70% of mentally retarded residents still live in rather large facilities, there has been a shift in the direction of private operation of facilities and smaller facility sizes. Resident characteristics vary by type and size of facility. Data support the trend towards increased age at first admission to residential care and decentralization of living arrangements. Among problematic issues identified are the need to develop resident based reimbursement systems and to accommodate individuals with severe disabilities. (CL)

ED 253 649 CE 040 455

Cooper, Arnold C.

Entrepreneurship: Starting a New Business.

National Federation of Independent Business, San Mateo, CA. Research and Education Foundation.
PUB DATE- 83
NOTE- 9p.
AVAILABLE FROM- National Federation of Independent Business, Research and Education Foundation, 600 Maryland Avenue, SW, Suite 700, Washington, DC 20024 (25--$3.00; 100--$10.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basic Business Education; *Business Administration; Business Skills; *Career Education; Case Studies; Educational Needs; *Entrepreneurship; Guidelines; *Individual Characteristics; Motivation; Needs Assessment; Occupational Information; Postsecondary Education; *Small Businesses; *Success

This paper analyzes the reasons behind the success and failure of various entrepreneurs and their small businesses. Presented first is an overview of the increasing role of entrepreneurship as a way of earning a living in the United States today and the different challenges and outcomes new small business generally encounter. In the first three sections, the personal characteristics of typical entrepreneurs are outlined, as well as types of motivation and preparation for entrepreneurship. Three case studies examine small businesses that eventually turned out to be very successful, moderately successful, and not at all successful. The final two sections of the brochure discuss some of the many factors that determine the success or failure of a new enterprise. (MN)

ED 253 674 CE 040 616

Hunter, William W.; Stutts, Jane C.
Bicycle Law Enforcement Manual.
North Carolina Univ., Chapel Hill. Highway Safety Research Center.
SPONS. AGENCY- North Carolina State Dept. of Transportation, Raleigh.
PUB DATE- Sep 81
NOTE- 449p.
AVAILABLE FROM- University of North Carolina Highway Safety Research Center, CTP, 197A, Chapel Hill, NC 27514 ($14.00).
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- *Bicycling; *Community Programs; *Law Enforcement; Laws; Police; Program Descriptions; *Program Design; *Program Development; Reference Materials; *Safety Education; Traffic Safety
IDENTIFIERS- *Bicycles; North Carolina

This manual is an attempt to draw together relevant resources and information for localities interested in developing a bicycle law enforcement operation. It is divided into five major sections. Section I explains the need for and importance of bicycle law enforcement. In section II are presented examples of past and current bicycle law enforcement programs. Section III focuses on the key elements of a bicycle law enforcement program that must be addressed in the initial program design. These include legal issues, who should do the enforcing, what to enforce, adjudication, program evaluation, and community support. Section IV deals with the role of the bicycle officer and the many responsibilities of this position. A resources section (section V) provides a list of relevant materials, including several pages of bicycle enforcement references, brief descriptions of two North Carolina organizations that could offer a community the most aid, lists and descriptions of pertinent films, and a set of educational references which provides a sample of available materials. Throughout the manual, extensive attachments are included to give the user examples from which to draw. (YLB)

Field, Ronald H.
State Legislative Perceptions of Vocational Education. Occasional Paper No. 102.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 84
NOTE- 21p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC102--$2.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; Economic Development; *Educational Change; *Educational Principles; *Educational Quality; Educational Research; Futures (of Society); Legislators; Postsecondary Education; *Role of Education; *School Business Relationship; Secondary Education; Standards; State Government; Technological Advancement

Key people in the legislatures of 13 states notably active in educational reform or restructuring (Colorado, Connecticut, Florida, Georgia, Indiana, Kansas, Maine, Nebraska, Ohio, South Carolina, Tennessee, Virginia, and Washington) were contacted to obtain information on how state legislatures look at vocational education in light of the overall educational excellence and reform movement. The general view was that a good basic education is the best thing one could provide for high school students. A growing feeling was that vocational education is more appropriate at the postsecondary level. In most cases, legislatures had not addressed differential standards for vocational education. The general consensus was that there was little or no planning for vocational education. Except for the south, respondents in other areas had a good reaction to the perceived quality of vocational education. Respondents expected vocational education to turn out a skilled work force, but the general feeling was that funding levels needed to be improved to accomplish that. The Federal program had influence on State policy. The legislatures did not see the private sector as having been a major influence on programs. If it existed at all, economic development policy related only to postsecondary vocational education. The growing emphasis on future-oriented, technical training was at the postsecondary level. (Questions and answers are appended.) (YLB)

Thomas, Patricia
Toms River Drivers Manual 1984-1985.
Toms River Regional Schools, NJ.
PUB DATE- 85
NOTE- 130p.; For a related document, see CE 040 808.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Auto Mechanics; *Disabilities; Discipline; Driver Education; Guides; Safety; *School Buses; *Student Transportation; Traffic Accidents; *Traffic Safety
IDENTIFIERS- *Bus Drivers

The procedures in this manual are designed to establish stability and continuity within the student transportation department of the Toms River Regional Schools in New Jersey. The manual is divided into three sections. Section 1 provides driver and aide specific information. It includes directives related to time clock, spare buses, and administrative procedures; route book directives; radio procedure; driving information and procedures; school bus evaluation procedure; information on student discipline; determination of driver responsibility for accidents; foul weather driving tips; accident procedure; sample report forms; seating assignment charts; telephone numbers; school bus parking charts; school calendars and hours; and compound guidelines and directives. Section 2 provides material on vehicle maintenance, including specific directives and information, work order form, information on breakdowns and fuel economy, general vehicle information, and information on early detection of bus defects and automatic transmission. Section 3 contains special education information for everyone. It is a driver aide procedure manual, which covers the aide's importance, definitions of categories of the handicapped, information on recognition of and first aid for seizures, and descriptions of school bus personalities, including symptoms, possible reasons for behavior, suggestions, and things to remember. (YLB)

Marchilonis, Barbara A.; Niebuhr, Herman

Television Technologies in Combating Illiteracy. A Monograph.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Network of Innovative Schools, Inc., Andover, Mass.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 59p.; For related monographs, see CE 041 176-179. Product of the National Adult Literacy Project.
CONTRACT- NIE-R-83-000-11
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Adult Literacy; Cable Television; Educational Innovation; *Educationally Disadvantaged; *Educational Technology; *Educational Television; Illiteracy; Mass Instruction; *Outreach Programs
IDENTIFIERS- British Broadcasting Corporation; National Adult Literacy Project

Responding to a need indicated by President Reagan's 1983 Initiative on Adult Literacy, this monograph considers the past, present, and future uses of television technology in literacy programs. Recognizing the amount of time Americans spend viewing television and the new possibilities for service delivery offered by such technological developments as cable TV, videocassettes, and videodiscs, the document presents a classification scheme of literacy levels, examines literacy programming of the 1950s, 1960s and 1970s, and describes the British Broadcasting Corporation's pioneering outreach programs. Advantages and disadvantages of TV as an instructional medium are considered, as well as the potential audience; kinds of programming at Federal, state, and local levels; new applications of existing programs; and the use of innovative technologies to reach adult illiterates. The authors conclude with a moderate view of electronic media as part of an ecology of learning and stress the need for engaging leadership to meet the literacy challenge, perhaps in the spirit of campaign or competition that motivates other areas of American life. An appendix provides a comprehensive list of literacy television programs, including titles, descriptions, and information on availability. References are also listed. (SK)

ED 253 801 CG 018 004

Kunutu, Placid J. M.
Assessing Cultural Influences on Members Experiences in Group Processes.
PUB DATE- Apr 85
NOTE- 18p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; College Students; Cross Cultural Studies; Cultural Differences; *Cultural Influences; *Foreign Students; *Group Dynamics; Higher Education; Interpersonal Communication

Group communication and processes may be affected by differing cultural and racial backgrounds of group members. To assess these influences and to evaluate course offerings in group dynamics, six foreign and non-white student participants in the Group Practicum at Columbia University were interviewed individually for 1 hour. To balance the findings, two American group facilitators and one Jewish female participant were also interviewed. The results indicated that the patterns of group silence, the meaning attached to group leaders', authority, and sharing of feelings were all influenced by participants' cultural background. The findings suggest that the group process can help to develop cultural sensitivity in interpersonal relationships. (BH)

ED 253 816 CG 018 019

Dorfman, Lorraine T.; And Others

Factors Related to Retirement Satisfaction in the Rural Elderly.

SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- Nov 84
NOTE- 38p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
CONTRACT- N01-AG-0-2106
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Health; Income; Interpersonal Relationship; *Life Satisfaction; *Older Adults; *Retirement; *Rural Population; Social Networks
IDENTIFIERS- Iowa

This study investigated factors related to retirement satisfaction in a midwestern rural population. Four major sets of variables were investigated: personal background factors; socialization for retirement; reasons for retirement; and social integration. Interviews were conducted with 252 men and 199 women who are participating in a larger 5-year epidemiological study in two rural counties in Iowa. Retirement satisfaction was assessed by the Retirement Descriptive Index (Smith et al., 1969) and the Life Satisfaction Index-Z (Wood, Wylie, & Sheafor, 1969). Multiple regression showed that personal background factors, including health and financial status accounted for a large proportion of the variance in retirement satisfaction for both sexes. Social integration accounted for [illegible] smaller, but significant, proportion of the variance for both sexes. Confidant relationships were the most important social factor in retirement satisfaction for males, whereas increase in voluntary association participation was the most important social factor for females. (Author)

Savitz, Fred R.; Drucker, Sally
Kindergarten Experience and First Grade Reading Achievement.
PUB DATE- Nov 84
NOTE- 18p.; Paper presented at the Annual Meeting of the Keystone State Reading Association (17th, Hershey, PA, November 11-14, 1984). For related document see ED 224 601. Illustration 1, score sheet from T. A. P. 2, removed due to copyright restrictions.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Reading; Grade 1; Kindergarten; Kindergarten Children; Primary Education; Program Content; *Program Effectiveness; *Reading Achievement; Reading Instruction; *Reading Research; *Time Factors (Learning)

A study was conducted to test the hypothesis that first grade children with a full-day kindergarten experience would achieve higher scores on the Tests for Analysis and Placement (TAP) Level 2 (Readiness) Basic than those children with half-day experience. Subjects were 19 first grade students who completed the TAP on two consecutive days. In addition, the parents of the children completed a questionnaire eliciting information about their child's kindergarten experiences. Analysis of results did not support the hypothesis. There were no data to support the idea that participation in a full-day kindergarten program would lead to higher TAP scores. Further, the results did not find an effect, either positive or negative, on first grade reading achievement attributable to the type of kindergarten program attended. (A copy of the parent questionnaire is appended). (FL)

Geyerman, Chris B.; Bock, Douglas G.

The Effects of Dogmatism, Rhetorical Sensitivity and Attitude Valence on Selected Speech Ratings.

PUB DATE- Nov 84
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Communication Research; *Dogmatism; Error Patterns; *Evaluation Methods; Higher Education; Information Processing; *Speech Skills; Theories
IDENTIFIERS- *Rating Error Theory; *Speech Evaluation; Theory Development

A study examined the information processing construct of the speech rating error paradigm. Specifically, it tested the hypotheses that (1) attitude valence and dogmatism would interact in such a way that low dogmatic raters would show a positive trait error on the content traits material and analysis; (2) low dogmatic raters would evaluate a speech containing stimuli to which their attitudes are negatively valenced significantly higher than high dogmatics; (3) attitude valence and rhetorical sensitivity would interact in such a way that high rhetorically sensitive raters would show a negative trait error on the content traits of material and analysis; and (4) high rhetorically sensitive raters would show a significant negative leniency error in speech evaluation. Subjects, 83 students from six sections of a public speaking course, completed dogmatism and rhetorical sensitivity scales and evaluated videotaped speeches using the Becker-Bock rating scale. One of the speeches had been prepared in two forms--negatively valanced and positively valanced--and one version was shown to students in three sections of the course, the other to the remaining three sections. Findings supported hypotheses two and four, but not one and three. Dogmatism was found to significantly affect speech evaluation when the rater's attitude toward the speech topic was negatively valanced. In addition, no significant interaction was found between rhetorical sensitivity and attitude valance. The results support the information processing construct and rater error theory. (FL)

ED 253 905 CS 504 844

Hazen, Michael David
An Analysis of the Use and Structure of Logic in Japanese Argument.
PUB DATE- Nov 84
NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; *Comparative Analysis; *Cultural Differences; *Debate; Foreign Countries; *Language Usage; *Logic; *Persuasive Discourse; Secondary Education; Speech Skills
IDENTIFIERS- *Japan; United States

A study was conducted to determine if the Japanese use logic and argument in different ways than do Westerners. The study analyzed sample rebuttal speeches (in English) of 14 Japanese debaters using the Toulmin model of argument. In addition, it made comparisons with a sample of speeches made by 5 American high school debaters. Audiotapes of the speeches were transcribed, and selected portions of the transcripts were then divided into arguments. Within each argument, each simple utterance-act was coded into one of the six categories of Toulmin's model: (1) claims, (2) grounds, (3) warrants, (4) backing, (5) qualifiers, and (6) rebuttals. The picture of Japanese logic that emerged from the analysis was one that emphasizes the use of complete arguments; depends heavily upon grounds; rarely uses backing, qualifers, or rebuttals; and omits warrants when a part of the primary argument is missing. Compared to the argument used by American debaters, the Japanese version is more complete and uses more evidence. The findings suggest that the Japanese can use logic in a fashion similar to that of Westerners. This, however, says little about their standard way of using logic, and suggests that in debating in English, the Japanese clearly try to conform to Western standards--and probably succeed. (FL)

ED 253 919   EA 017 060

Regulatory Federalism: Policy, Process, Impact and Reform. A Commission Report.

Advisory Commission on Intergovernmental Relations, Washington, D.C.
REPORT NO.- ACIR-A-95
PUB DATE- Feb 84
NOTE- 333p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Policy; Bureaucracy; Civil Rights; Constitutional Law; Court Doctrine; Court Role; Federal Aid; Federal Legislation; *Federal Regulation; *Federal State Relationship; *Local Government; Policy Formation; Political Influences; *Program Effectiveness; Program Implementation; *Program Improvement; *State Government; States Powers
IDENTIFIERS- Federalism

In the last two decades, the federal government's role in state and local affairs has shifted markedly from subsidy to regulation. This report examines the origins and effects of the new "regulatory federalism" and proposes reforms. Chapter 1 delineates the subject, chronicling the growth of intergovernmental regulation and discussing the legal basis, the mechanisms, and the adverse effects of such regulation. The next two chapters analyze, respectively, the judicial and the legislative origins of intergovernmental regulation: chapter 2 examines the federal courts' application of constitutional provisions for regulation, their gradual assumption of managerial authority, and their role in future regulatory reform; chapter 3 discusses the history of legislated regulation, policy instruments selected by lawmakers, and political influences on intergovernmental regulation. Chapters 4 and 5 report the consequences of growing regulation for regulatory and regulated bodies: chapter 4 examines difficulties in writing and promulgating regulations, concerns about the scope of regulations, and enforcement problems; chapter 5 reviews research investigating how regulation affects state and local governments. Recent federal reform initiatives--procedural and substantive--are reviewed in chapter 6. Finally, chapter 7 presents six conclusions and recommends policies to reform intergovernmental regulation as a whole, a reform strategy for the newer forms of such regulation, and approaches to improving the regulatory process. (MCG)

ED 253 946 EA 017 525

Scheduled Salaries for Professional Personnel in Public Schools, 1984-85. Part 1 of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

PUB DATE- 85

NOTE- 115p.; For parts 2 and 3, see EA 017 526-527.

AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21706; $30.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Administrators; Assistant Principals; Counselors; Elementary Secondary Education; *Expenditure per Student; *Geographic Regions; Librarians; National Surveys; Principals; Rural Schools; *Salaries; School Nurses; School Personnel; Superintendents; *Tables (Data); Teachers; Urban Schools

Part 1 of the annual Educational Research Service, Inc. (ERS) National Survey of Salaries and Wages in Public Schools reports data for the 1984-85 school year on salaries scheduled for 23 selected professional positions, including superintendents, associate superintendents, other central office administrators, principals, assistant principals, teachers, school nurses, and librarians. The report gives the contract salaries of superintendents and the minimum and maximum salaries scheduled in 1984-85 for each of the other 22 selected positions surveyed, plus length of the work years. The data are reported separately for large, medium, small, and very small school systems, for five levels of per pupil expenditure and for eight geographic regions. Data for each of the positions surveyed are reported separately for each of the responding school systems. The data are presented in the report in 25 summary tables and the system-by-system listings. (MD)

ED 253 975 EA 017 566

Fulbright, Lu Van Loozen
How to Sleep Better at Press Time. Tips for Principals from NASSP.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Mar 85
NOTE- 4p.
AVAILABLE FROM- Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Serials (022)
DESCRIPTORS- *Administrator Responsibility; Educational Environment; *Principals; School Law; *School Newspapers; *School Policy; Stress Management; Student Publications; *Student Rights
IDENTIFIERS- *First Amendment

Administrators need to know what control they have over student-produced publications. The first step administrators should take is to be well versed in the First Amendment and in court rulings involving the scope of student rights and school authority in regard to the student press. Step two is to make rules within the law. In general, school regulations regarding the student press are constitutionally permissible only when they (1) spell out precisely what is forbidden; (2) state plainly the means by which students are to submit the materials for review; (3) provide for prompt approval or disapproval of material students submit for review; and (4) provide procedures for student appeal. Emphasis needs to be placed on discipline for violation of enforcible publication rules, not on efforts to prevent publication. (MLF)

ED 254 024 EC 171 733

Shulman, Murray S.; Doughty, James F.
Regionalizing Special Education Programs in Maine: A Handbook for School Administrators. A Perspective of the Southern Penobscot Regional Program.
Maine State Dept. of Educational and Cultural Services, Augusta. Div. of Special Education.
PUB DATE- 83
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Program Administration; *Program Development; *Regional Programs; Severe Disabilities
IDENTIFIERS- *Maine

The manual is intended to help school administrators regionalize special education services. The procedures described are modeled after those of a regional effort in Maine to address the needs of moderately and severely handicapped students. Four major steps are outlined: (1) establishing communication to clarify issues, gather information, and develop decision making processes; (2) gathering information regarding such aspects as space availability, funding, pupil age ranges and instructional settings; (3) providing governance in terms of goals and objectives, membership, board composition, cost sharing and budgets, and advisory committees; and (4) designing the program via process-oriented committees. A brief description of the history of the Southern Penobscot Regional Program for Exceptional Children is included to illustrate issues in regionalization. Appended material includes organizational charts, a needs assessment survey, and a summary of the administrative design. (CL)

Meyer, Katrina A.
Part-Time Employment of High-School Youth: Differences in Status and Monetary Reward Based on Selected Characteristics.
PUB DATE- 85
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Demography; *Employment Level; *Employment Patterns; Ethnic Origins; Family Characteristics; Grade Point Average; High Schools; *High School Students; Influences; Occupational Aspiration; *Part Time Employment; *Salary Wage Differentials; *Sex Discrimination; Sex Role; State Surveys; Student Characteristics; Youth Employment

A study examined the patterns of differential status and reward existing among high school students to determine whether the sex-related patterns of salary and employment status discrimination that exist in society as a whole are mirrored in the occupational experiences of in-school adolescent workers. To gather data for the study, the researcher administered questionnaires to 2,787 students from 39 public and private schools in the state of Washington who had part-time jobs. Data obtained from the survey instrument were analyzed to determine the mutual relation of the following variables: student gender, year in school, postgraduation plans, ethnic origin, grade point average, occupational status, and wages, as well as father's occupational status. On average, males earned more than their female counterparts in higher-status occupations. The adolescent wages examined in the study produced a statistically significant relationship and a 90 percent wage gap as opposed to the 65 percent wage gap that exists between the wages of males and females in the general labor market. Recommendations called for further research to determine the factors responsible for this discrepancy. (MN)

ED 253 716 CE 040 705

Profiles of Alternative Adult Diploma Programs.

Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Mar 85
NOTE- 102p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Adult Education; *Adult Programs; Certification; Competency Based Education; Daily Living Skills; *Extension Education; *High School Equivalency Programs; *Nontraditional Education; Program Descriptions; Secondary Education

These profiles describe the implementation of alternatives to a traditional high school diploma for programs based on demonstrated competencies or life skill experiences. Over 100 profiles are provided. The information is designed to assist adult educators, administrators, teachers, and students to identify various approaches for serving adults who do not have a high school diploma. A glossary appears first The profiles are arranged by states, which appear in alphabetical order. Each profile contains the following information: program title, contact person with address and telephone number, program requirements, characteristics, assessment, certification, and program outcomes. The newest alternatives included here are competency-based adult high school diploma programs and external high school diploma programs. Appendixes include information on the Adult Performance Level Project and New York State External High School Diplima Program, as well as the names, addresses, and telephone numbers of state directors of adult education. (YLB)

ED 253 730 CE 040 727

Daniel, Ellen; Stewart, Barbara L.
Student and Teacher Perceptions of Consumer and Homemaking Tasks Needed and Taught.
University of Southwestern Louisiana, Lafayette.
SPONS. AGENCY- Louisiana State Dept. of Education, Baton Rouge.
PUB DATE- Dec 84
NOTE 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; *Consumer Education; *Educational Needs; Graduate Surveys; High School Graduates; High School Students; Home Economics Skills; *Homemaking Skills; Influences; Needs Assessment; *Occupational Home Economics; Program Content; Questionnaires; Secondary Education; Sex Differences; State Surveys; *Student Attitudes; Tables (Data); *Teacher Attitudes
IDENTIFIERS- *Louisiana

A study examined student and teacher perceptions of consumer and homemaking tasks needed and taught in secondary home economics classes in order to determine if any significant differences existed among the perceptions of male students, female students, and teachers. Of the 12,242 surveys that were mailed to Louisiana high school graduates of 1978-1982 who had taken home economics, 1,442 were returned. Of these, 1,309 surveys were completed by females and 121 by males. Of the 503 home economics teachers who received questionnaires, 357 completed and returned usable surveys. Analysis of both groups of completed questionnaires revealed that the students and teachers registered a high degree of similarity in both the tasks that they perceived as needing to be taught and the tasks they perceived as actually having been taught. Generally, those tasks perceived as being most needed--making responsible decisions, repairing or altering clothing, making a home more energy efficient, storing food properly, and preparing nutritious meals--were also perceived as being among the skills taught most frequently. Implications were drawn for minor curriculum revisions. (The survey instrument is appended, and 17 tables of data are included in this report.) (MN)

ED 253 744 CE 040 757

Job Corps Amendments of 1984. Hearing before the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, Second Session on S. 2111, to Amend Part B of Title IV of the Job Training Partnership Act, to Strengthen the Job Corps Program.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- S-Hrg-98-1153
PUB DATE- 8 Feb 84
NOTE- 175p.; Document contains small type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Cooperative Planning; Cooperative Programs; Disadvantaged Youth; *Dropout Programs; *Economically Disadvantaged; Educational Cooperation; Educational Equipment; Educational Facilities; *Educational Legislation; Educational Needs; Educational Objectives; Evaluation Criteria; *Federal Legislation; Financial Needs; Financial Support; *Job Training; Policy Formation; Program Effectiveness; Program Evaluation; Public Policy; Rehabilitation Programs; School Business Relationship; Secondary Education; Vocational Education; Vocational Rehabilitation; Youth Programs
IDENTIFIERS- Amendments; Congress 98th; Department of Labor; *Job Corps; Job Training Partnership Act 1982; Private Sector

This Congressional report contains testimony pertaining to amending the Job Training Partnership Act (JTPA) to strengthen the Job Corps Program. The primary focus of the hearing was on the current adequacy and future potential of the Job Corps' vocational and basic education programs, facilities and equipment, residential living and enrichment programs, as well as the adequacy of the Department of Labor's budget and personnel resources to achieve Job Corps' goals. Included among those persons providing testimony at the hearing were representatives of the following agencies and organizations: Teledyne Economic Development Company; Management and Training Corporation; the National Football League Players Association; Minact, Inc.; and the Singer Company. A Job Corps vocational review and a memorandum from Peter E. Rell, the director of the Office of Job Corps, concerning establishment of performance standards for Job Corps Centers are also provided in the text of the hearing. Statements were also presented by Patrick J. O'Keefe, of the U.S. Department of Labor, and by Jennings Randolph, a U.S. Senator from West Virginia. (MN)

ED 253 832 CG 018 035

Martin, Frank P.; Osgood, D. Wayne
Interpreting the Effects of Autonomy on Inmates.
PUB DATE- Aug 84
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Behavioral Objectives; *Correctional Rehabilitation; *Delinquency; Males; Models; *Personal Autonomy; *Prisoners; Secondary Education; Social Values
IDENTIFIERS- *Program Objectives

Research has indicated that increasing autonomy to incarcerated youths results in greater acceptance of institutional treatment goals and less support for an inmate counterculture. To examine different processes by which autonomy might affect individual outcomes, 430 youths in four Michigan boys' training schools were surveyed. The questionnaire used included two measures of autonomy and scales measuring perceived need for rehabilitation and satisfaction with the institution. Research focused on a model which differentiates the direct effect of autonomy on youths' antisocial values from the indirect effect of autonomy which operates through increasing youths' acceptance of institutional treatment goals. Data were analyzed using a structural equation model. Results indicated the model fit the data very well. Predicted correlations generated from path estimates closely matched the actual correlations between measures. The findings support the combined effects model, which predicts both a direct effect of autonomy on prosocial values and an indirect effect of autonomy mediated by the youths' acceptance of treatment goals. The largest path, between autonomy and acceptance of treatment objectives, suggests that persons who do not feel coerced are more accepting of authority. (Author/JAC)

ED 253 961 EA 017 543

Murnane, Richard J.
Family Choice in Public Education: Possibilities and Limitations.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 84
NOTE- 42p.
CONTRACT- NIE-P-83-0065
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (C70)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; Catholic Schools; Competitive Selection; Compulsory Education; Educational Change; *Educational Demand; Educationally Disadvantaged; *Educational Opportunities; Elementary Secondary Education; Eligibility; Equal Education; *Free Choice Transfer Programs; Magnet Schools; Nontraditional Education; Parent School Relationship; Private Education; Public Education; *School Choice; Selective Admission; Teacher Student Relationship

This essay reviews research pertaining to the relative merits and drawbacks of expanding family choice in public education. A primary objective is to identify and explore tensions among competing objectives in the design of expanded choice systems. After an introductory section on goals and definitions, the second section explores how more family choice might improve public education by providing incentive for students and teachers to work hard and cooperate. A third section addresses ways in which more family choice might be detrimental to the United States's commitment to universal and compulsory education. Problems raised include (1) availability of information, (2) criteria for students' choices, (3) teacher accountability, and (4) access to education for the disadvantaged. The fourth section explores the present consequences of family choice in private schools, addressing two relevant concerns: (1) Do children in private schools learn more than they would in public schools? (2) If so, what practices contribute to private schools' effectiveness? The fifth section concerns presently available choices in public education, including choices of residence, choices within schools, choices among schools, and choices among programs (with particular attention to magnet schools as the fastest growing family choice plan in the United States today). Issues discussed include consumer information, access, location, and role of teachers in program development and management. The sixth section summarizes (1) research issues (limitations in sources of evidence), (2) what family choice can and cannot accomplish, (3) sources of tension in the design and operation of family choice plans, and (4) the importance of program design. References are included. (TE)

ED 254 038 EC 171 747

Anden, Gerd

The Aids' Requirements of Children with Severe Multiple Handicaps and the People Looking after Them.

Swedish Inst. for the Handicapped, Bromma.
PUB DATE- Mar 84
NOTE- 112p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Communication Aids (for Disabled); Daily Living Skills; Elementary Secondary Education; *Equipment; Family Attitudes; Foreign Countries; *Mobility Aids; Self Care Skills; Sensory Aids; *Severe Disabilities
IDENTIFIERS- Sweden

The report presents findings from interviews with 10 families with children (4-19 years old) with severe mental retardation and multiple disabilities regarding the need for technical aids and adaptations in their homes. The following areas are addressed and examples of solutions proposed: hygienic aids (hot water adaptations, travel adaptations, bath hoists, toothbrushing); eating aids (bib laundering, insufficient fluids, dining chairs); sleeping aids (vertical adjustment capability, shaped supports); communication aids (comprehension difficulties, insecurity at night, TV and radio); sitting aids (improved wheelchairs, head support, the need for stimulation); mobility aids (electrical wheelchairs, specially made overalls, car transport); and recreational aids (outdoor bathing, swings, the role of music). Notes on appearance of the aids and their storage conclude the report. (CL)

ED 253 689 CE 040 659

Klein, Carl
Training in the '80's: An Economic Perspective.
PUB DATE- 1 Mar 85
NOTE- 6p.; Paper presented at the meeting of Omicron Tau Theta (Columbus, OH, March 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Demand Occupations; *Economic Development; Educational Trends; *Employment Patterns; *Employment Projections; *Futures (of Society); Human Resources; *Job Training; Labor Economics; Labor Market; *Lifelong Learning; Occupations; Postsecondary Education; Secondary Education
IDENTIFIERS- Ohio (Columbus)

During the last decade, the manufacture of commodities has become increasingly simple, and as a result, has increasingly been exported from the United States to low-wage regions of the world. On the other hand, the U.S. economy has become increasingly service oriented, with service-sector jobs growing rapidly while manufacturing jobs decline. In the Columbus, Ohio, Metropolitan Statistical Area (MSA), for example, the proportion of the work force employed in manufacturing dropped from about 29 percent in 1972 to about 19 percent in 1983. At the same time, general service increased by 6 percent, while the relative importance of finance, insurance, and real estate (collectively called FIRE), and state and local government also increased. Employment in FIRE has increased by 14,573 jobs during those 11 years, while transportation and utilities have added 1,789 new jobs (although actually experiencing a slow decrease in share of total employment). The shift to services does raise some serious questions about the long-term viability of a service-dominated economy. The service sector has traditionally been less productive and less high-paying than other parts of the economy. There are indications, however, that the service sector will see substantial improvements in productivity because of increased investment in technology, and will also boost wages. To meet the economic challenges of the future, it is necessary for the individual to maintain flexibility, or the ability to learn new skills. The primary responsibility of educators is providing access not only to new skills, but also to the tools of flexibility. Training cannot stop with high school or college; it must be an ongoing process, part of the cycle of human resources. (KC)

ED 253 787 CG 017 990

Watson, Michael; Allen, Richard
Games as Growth and Evaluation Techniques.
PUB DATE- Apr 84
NOTE- 6p.; Paper presented at the Annual Meeting of the Western Psychological Association (64th, Los Angeles, CA, April 5-8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; Counseling Services; *Educational Games; *Evaluation Methods; Higher Education; Inservice Education; Paraprofessional Personnel; Professional Personnel; *Staff Development; *Training Methods
IDENTIFIERS- University of San Francisco CA

This paper describes the gaming techniques used at the University of San Francisco Counseling Center to enhance growth and to evaluate the training of professional and paraprofessional staff in the areas of crisis intervention, student services, and self-awareness. Gaming is defined as an exercise in which people either act as themselves or play simulated roles in actual or simulated environments. Three basic game types are described: (1) Coalition games involve cooperative solutions by players and are used for values clarification and group decision making; (2) Racing games involve participants in attempts to "finish" as fast as possible and are used in pre- and post-training evaluations; and (3) Scenarios involve developing solutions or testing present or future rules and procedures and are used to evaluate knowledge and learning based on training. Five factors to be considered in developing learning or evaluation games are delineated (reframing, reality, involvement, insight, and motivation); and four components to be considered in game design are described: goal of the game, measure of outcome, rules of the game, and payoff for the game. Finally, two series of questions are presented which allow participants to evaluate the effectiveness of the games. (MCF)

ED 253 802 CG 018 005

Graphically Speaking.
Iowa State Dept. of Public Instruction, Des Moines. School Psychological Services.
PUB DATE- Oct 84
NOTE- 42p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Communication (Thought Transfer); *Computer Graphics; Elementary Secondary Education; *Graphs; *School Psychologists

This publication provides examples that illustrate how school psychologists might use graphs to improve communication of their perceptions, data, and understanding of clients' behavior to parents and students, and to other educators. The booklet is divided into two parts. Part I presents 15 graphs which were sent to school psychologists in Iowa who wrote narratives to accompany the graphs as though they were to be included in a psychological report. Multiple examples of graph explanations are provided, depicting behavioral, academic, and test data. The explanations are not presented as models of the "right" way to discuss the graphs, but rather as possibilities for consideration. Part II consists of 19 original graphs contributed by school psychologists to offer diverse examples of graphic communication of information. A list of people who contributed to the document is provided. (BH)

ED 253 862   CS 007 943

Direction for Alabama Reading Teachers #2: Ideas, Procedures, Techniques & Prescriptions for Teaching Basic Reading Skills. Second Edition.

Alabama Univ., Birmingham.; Mobile County Public Schools, Ala.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.

PUB DATE- 76

NOTE- 180p.; For related documents, see CS 007 941-944. Cover title reads "DART: Directions for Alabama Reading Teachers."

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Compensatory Education; Diagnostic Teaching; Educational Games; Elementary Secondary Education; *Learning Activities; Oral Reading; Reading Comprehension; Reading Diagnosis; Reading Difficulties; *Reading Games; *Reading Instruction; *Reading Programs; Reading Readiness; *Reading Skills; *Remedial Reading; Silent Reading; Study Skills; Teacher Role; Teaching Methods; Word Recognition

IDENTIFIERS- *Elementary Secondary Education Act Title I

Focusing upon reading problems and their identification, this handbook presents guidelines, procedures, techniques, and prescriptions for teaching basic reading skills to students who need assistance in becoming mature readers. The skills focused upon in the handbook are those of comprehension, oral reading, reading readiness, silent reading, study skills, and word recognition. For each skill, the handbook provides (1) specific problem areas, (2) ways to recognize problems, (3) definitions of the problems, (4) possible causes of problems, (5) recommendations for dealing with them, and (6) descriptions of games and activities to use in solving them. (FL)

ED 253 877 CS 208 780

Tway, Eileen

Writing Is Reading: 26 Ways to Connect.

ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.; National Council of Teachers of English, Urbana, Ill.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 85

NOTE- 56p.; TRIP: Theory & Research into Practice.

CONTRACT- 400-83-0025

AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 59044, $5.00 member, $6.00 nonmember).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Books; Childrens Literature; Cognitive Processes; Early Reading; Elementary Education; *Integrated Activities; Language Acquisition; *Reading Research; *Reading Skills; Teaching Methods; Writing Readiness; *Writing Research; *Writing Skills

IDENTIFIERS- *Reading Writing Relationship; Theory Practice Relationship

Intended to help elementary school children integrate the skills of writing and reading at an early age, this booklet discusses research concerning the cognitive processes and acquisition of reading and writing skills, and presents teaching methods and resources to help young children make the connection. The first half of the booklet explores research concerning the interrelationship of reading and writing and children's perception of this connection before being taught these two activities in school, often in isolation from each other. It also discusses the use of children's literature as models for children's writing. The second half of the booklet presents 26 teaching methods and appropriate resources, based on each letter of the alphabet, for helping students make the transition from reading to writing. Examples include (1) alphabet books, (2) character development, (3) dreams, (4) holidays, (5) imaginary friends, (6) newspapers, (7) script writing and storytelling, (8) team writing, and (9) verse. (HTH)

ED 253 933 EA 017 507

Goldblatt, Steven M.
Property.
PUB DATE- 84
NOTE- 37p.; Chapter 7 of: The Yearbook of School Law, 1984 (EA 017 500).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Bids; Board of Education Role; *Court Litigation; *Educational Facilities; Educational Facilities Design; Elections; Elementary Secondary Education; Federal Courts; Higher Education; Injuries; Landlords; Parochial Schools; Property Taxes; School Closing; School Construction; School Districts; *School Law; School Zoning; State Courts; Taxes
IDENTIFIERS- Tenants

In this chapter on decisions made by federal and state courts during 1983 concerning school property it is noted that no new trends emerged during the year. Among the topics addressed are the extent of school board authority over property use and other property matters; the attachment and detachment of land from school district holdings; school bond referenda; zoning, development, and land use issues (frequently involving attempts by churches to operate schools in restricted areas); factors affecting building design and construction, including relations between school districts, builders, suppliers, and others; challenges to school closure decisions; property tax assessment, exemptions, liens, and payments involving school authorities; claims of personal injury resulting from negligence in the design, construction, or maintenance of school facilities; trespass; and landlord-tenant relations. Also reported are property-related cases affecting institutions of higher education in the same basic topic areas, as well as in the areas of estates, bankruptcy, income taxes, and public nuisance claims. (PGD)

ED 253 993 EC 171 702

Parker, Tommie
The Use of Extemporaneous Ethics in the Formulation of Interdisciplinary Team Impressions and Recommendations for Handicapped Children.
PUB DATE- 83
NOTE- 21p.; Paper presented at the Meeting of the American Association of University Affiliated Programs (Dallas, TX, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disabilities; *Emotional Problems; *Ethics; *Family Counseling; *Interdisciplinary Approach; Psychiatry; *Systems Approach

The paper traces the evolution of psychiatric care for children from an intrapsychic orientation to a new conceptual perspective provided by systems theory and the accompanying relational formulation of conflict. The interdisciplinary process prevents a challenge to professionals' collaboration and respect for other fields and mandates critical self-monitoring. Chaos results from a clash in interdisciplinary evaluation between the traditional linear behavioral perspective and a higher order circular and more relational point of view. Findings of an internal causal approach to a depressed 13-year old are contrasted with a family systems approach which highlighted the need for family psychotherapy to establish clear generational boundaries, help resolve old grief and anger issues and enhance the self-worth of individual members. (CL)

ED 254 009 EC 171 718

Allison, Terry E.; And Others
Project ACCESS. Resource Guide.
Montgomery County Intermediate Unit 23, Norristown, PA.
PUB DATE- 84
NOTE- 129p.; Funded by the Developmental Disabilities Planning Council. Best copy available.
CONTRACT- 602613511
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; *Disabilities; Feedback; *Mainstreaming; Models; Secondary Education; Staff Development; Teacher Attitudes; Teaching Methods

The Project ACCESS (Adapting Curriculum Content for Exceptional Secondary Students) resource guide is designed to help regular classroom teachers provide successful experiences to mildly handicapped mainstreamed students through the adaptation of the curriculum. The concerns-based approach, which was used successfully by Project ACCESS, focuses on individual teachers' concerns regarding mainstreamed students and incorporates a six-step process from identification of concerns to provision of feedback and evaluation. Examples of the model are given for curriculum modifications in automotive mechanics, math, science, art, driver education, social studies, English, health, and biology. A question and answer format is used to examine adoption of the concerns-based model in terms of rationale, audience, introduction into a school, implementation, requirements for success, time requirements, funding ideas, encouragement for other teachers' involvement, variations of the model, and implementation of a staff support team. A summary of other models tried but not retained by the project is also included.

ED 253 650 CE 040 459

Dentler, Donna J.
Self-Efficacy as Related to Career Aspirations Based on the Educational Quality Assessment Inventory.
PUB DATE- Dec 84
NOTE- 226p.; Ph.D. dissertation, Pennsylvania State University.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Comparative Analysis; Decision Making; Dual Career Family; Employment Level; *Family Structure; Females; *Geographic Location; Grade 11; *High School Students; Influences; *Occupational Aspiration; One Parent Family; Questionnaires; Rural Areas; *Self Actualization; Self Concept; State Surveys; Suburban Youth; Tables (Data); Urban Areas
IDENTIFIERS- Bandura (Albert); Pennsylvania Educational Quality Assessment; *Self Efficacy

A study examined the relationship between the self-efficacy and career aspirations of 37,942 11th-grade students across the state of Pennsylvania. Using Albert Bandura's theory of self-efficacy, which states that the level and strength of self-efficacy of an individual will determine (1) whether or not the individual will initiate coping behavior, (2) the amount of effort that the individual will expend, and (3) the length of time that the individual will sustain coping efforts in the face of obstacles, the study compared the career aspirations of high school juniors from rural, urban, and suburban areas based on whether the students were from traditional, dual-career, or single-parent family units. Pennsylvania's 1981 Educational Quality Assessment Program, was used to gather data for the study. The suburban students were consistently the most self-efficacious, followed by the urban and then by the rural youth as the least self-efficacious. For familial situations, dual-career families proved to be the most self-efficacious followed by traditional and, finally, by single-parent families. Females were consistently less self-efficacious than males with the exception of females from single-parent families. (This dissertation includes 40 tables, the assessment instrument, and a chart dealing with condition variables.) (MN)

ED 253 675 CE 040 621

Safety Tips for the Business Setting.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- Jul 84
NOTE- 263p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accident Prevention; Accidents; Behavioral Objectives; *Business Education; Design; Design Requirements; Equipment Utilization; Injuries; Learning Activities; *Occupational Safety and Health; Office Machines; Safety; *Safety Education; *Stress Management; Tests; Transparencies; *Work Environment

This guide to employee safety in the office is designed for use by the business education teacher who is interested in instilling a respect for the practice of sensible safety habits. It is a compilation of lesson plans focusing on eight major topics: careful design of office environment; safe use and maintenance of office equipment; appropriate use and storage of office supplies; precautions for use of high technology equipment; personal safety precautions to, from, and while on the job; body mechanics for the office environment; techniques for dealing with stress in the business office; and procedures for reporting and handling injuries in the office. Each lesson plan contains these components: learner objectives, a listing of resources, an outlined description of learning activities, and evaluation design. One or all of the following aids may be provided: student information sheet(s), student assignment sheet(s), test(s), test key(s), transparency master(s), and bulletin board design(s). Whenever appropriate, self-checks (and keys) and a listing of references are also included. An office health and safety questionnaire is attached. (YLB)

ED 253 702 CE 040 682

Hemmings, Madeleine B.
Next Steps in Public-Private Partnerships. Occasional Paper No. 103.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 84
NOTE- 26p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC103--$3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Programs; Educational Cooperation; Educational Legislation; Employers; *Federal Legislation; Industry; Institutional Cooperation; *Job Training; Postsecondary Education; *Role of Education; *School Business Relationship; Secondary Education; *Vocational Education
IDENTIFIERS- *Partnerships; *Private Industry Councils; Public Private Relationship

A well-designed public-private partnership can be a powerful tool to solve pressing education, employment, and economic development problems. Eight steps in building partnerships are (1) review the community's context, (2) define a specific issue, (3) organize a local team, (4) determine whether a new vehicle is needed or an existing mechanism is acceptable, (5) analyze the issue, (6) identify options, (7) negotiate agreement, and (8) implement the plan and follow through. The Private Industry Council (PIC) was established with support that should enable these principles to work. National Alliance of Business studies show that in the initial action year more PICs formed strong partnerships than did not, and the partnerships are flourishing. Business-education partnerships are growing in popularity. Benefits include understanding of what lies behind an organization's point of view, constraints under which it operates, and its strengths and weaknesses; expansion of participating institutions' capacity to deal with challenges; and increased knowledge, access, time, and human and financial resources. Three features in the vocational education legislation now before Congress will better define the employer's role in vocational education: creation of a strengthened State advisory council, provision for information exchange, and creation of a program to fund training in high technology occupations. (Questions and answers are appended.) (YLB)

ED 253 758 CE 040 810

Galbraith, Gordon
Agriculture Cluster Brief. Vocational Education in Oregon.
Oregon State Dept. of Education, Salem.
PUB DATE- Nov 84
NOTE- 19p.; For related documents, see CE 040 811-820.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Agricultural Education; Articulation (Education); Behavioral Objectives; *Course Content; Course Organization; *Criteria; Curriculum Development; *Educational Objectives; Educational Planning; Occupational Clusters; Program Descriptions; *Program Development; Program Improvement; Secondary Education; State Curriculum Guides; State Programs; *Statewide Planning; Vocational Education
IDENTIFIERS- *Oregon

This guide sets forth minimum approval criteria for vocational agriculture cluster programs in Oregon. The agriculture cluster program includes instruction in six areas: animal science, soil science, plant science, agricultural economics, agriculture mechanics, and leadership development. The information in the guide is intended for use by district-level curriculum planners, teachers, regional coordinators or state education department staff involved with new program development or revisions of existing programs. The guide outlines the instructional content in terms of program descriptions, areas for training, program goals, course/content goals, and sample performance objectives. Course titles and descriptions are also included. A section on organizational options is designed to illustrate a few of the many ways to deliver the minimum instructional content required for an approved vocational cluster program. Content is illustrated by course titles for the instructional levels to recognize that students from different grades may enroll in one or more levels of a program. (KC)

ED 253 817 CG 018 020

Madden, David J.

Age Effects in the Use of Sentence Context in Visual Word Recognition.

PUB DATE- Nov 84
NOTE- 13p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Cognitive Processes; Older Adults; *Recall (Psychology); *Word Recognition; Young Adults

Age-related deficits may exist in episodic memory (knowledge of the context in which an item appeared previously) and semantic memory (knowledge of an item's meaning independent of the context). In order to examine adult age differences in semantic priming effects and subsequent episodic retention for visually presented words, 24 young (18-22 years) and 24 older (58 to 74 years) adults participated in a lexical decision task, requiring subjects to decide whether a "target" letter string is a word or a nonword. Each of the word targets was presented as the final item of a sentence context (i.e., a prime) that was either semantically congruous, incongruous, or neutral with regard to the target. The perceptual difficulty of the target was also varied. The semantic priming effects in lexical decision reaction time were equivalent in magnitude for the young and older adults. The reaction time data appeared to represent a generalized, age-related slowing in the speed of information processing. In unexpected tests of recall and recognition for the target words, the older adults performed significantly worse than the young adults. The present results indicate that age-related deficits in episodic memory are not accompanied by substantial changes in semantic encoding ability. (Author/BH)

ED 253 847 CS 007 917

Walker, Rena M.
Let's Stop the "Debate" and Consider the Theoretical Frameworks.
PUB DATE- 84
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Basal Reading; *Beginning Reading; Decision Making; *Educational Philosophy; *Educational Theories; *Learning Theories; Primary Education; *Reading Instruction; Reading Materials; *Teacher Attitudes; Teaching Methods

A teacher's theoretical viewpoint is pervasive. It determines not only the materials chosen and the way the materials are used, but also the perception the teacher holds of the reading process. It is important, therefore, for teachers to understand the theory on which their views are based so that they can understand why they have chosen a particular book or basal. Basically, teachers use two different approaches to teach children to read: the synthetic/analytic approach and the holistic approach. Underlying each is a theoretical, psychological assumption of how children learn and how teachers relate to children during the learning process. Teachers using the synthetic/analytic approach present reading to children one piece of information at a time (letter, letter-sound relation, word)--from outside the children's realm of knowledge. The intent in this approach is to work on meaning after children have learned to read. In contrast, teachers using the holistic approach begin with what is meaningful for children and work from the inside out. Print is used in stories, directions, announcements, and other written forms that hold meaning for children. Teachers and prospective teachers need to understand the theoretical bases of both reading approaches and then identify with one or the other. This would stop the debate about which approach is better and allow teachers to consider what effects their choices have on students' conceptualizations of reading and reading performance. (FL)

ED 253 892 CS 504 825

Morgan, Norah; Saxton, Juliana
Expression and Meaning: The Two Frames of Dramatic Experiencing.
PUB DATE- Aug 84
NOTE- 18p.; Paper presented at the Annual Meeting of the American Theatre Association (San Francisco, CA, August 12-15, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Characterization; Classification; Cognitive Processes; *Creative Expression; *Drama; *Dramatic Play; Experiential Learning; Higher Education; Identification (Psychology); Role Playing; Secondary Education; *Self Expression; *Teaching Methods; Theater Arts

The full power of drama as both a teaching and learning medium can be realized only when the inner world of meaning is harnessed to the outer world of expressive action. The teacher has available a number of techniques that can involve the students in the vital interaction of both frames. To involve the students in the expressive frame, the teacher can guide them through five categories of identification: (1) dramatic playing (being oneself in a make-believe situation); (2) mantle of the expert (being oneself, but looking at the situation through special eyes); (3) role playing (being in a role representing an attitude or point of view); (4) characterization (the representation of an individual lifestyle, which is somewhat or markedly different from the student's own); and (5) acting (the selection of symbols, movements, gestures, and voice to represent a particular individual to others). Meaning can be generated by guiding the student through the following levels of personal engagement: evidencing interest (those components without which drama cannot take place), engaging (the active identification with imagined roles and situations), committing (the acceptance of personal engagement and responsibility to the work and the group), internalizing (the intimate interplay between personal feeling and thought and emphatic feeling and thought), demonstrating (the contextual selection for clarity of communication), and evaluating (the testing out of meaning through conscious working in the art form). When teachers use these classifications, they are able to plan lessons more effectively and weave together expression and meaning. (HOD)

ED 253 906 CS 504 845

Gordon, Ronald D.
Ethics of Communications Research: (I) Treatment of Research Participants (Including the Role of Deception); (II) Responsibility to Society.
PUB DATE- Feb 85
NOTE- 35p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Codes of Ethics; *Communication Research; *Ethics; Experimenter Characteristics; Researchers; Research Methodology; *Research Needs; *Research Problems; Speech Communication

In exploring the role and status of the ethics that govern communication research, the two parts of this paper examine the practices of researchers and the role of deception in their methodology and conclusions, and the role of communication research as a whole to the society that it is supposed to benefit. At the end of both discussions are summary lists of recommendations for the profession. The 22 recommendations include the following: (1) there should be more research on the ethical practices of communication researchers; (2) researchers who decry the deception in the practice of research should develop and express these views in some public forum; (3) a course in the ethics of social science research should be required of all aspiring researchers; (4) a panel should meet annually to discuss ethical problems encountered during the previous year in communication research; (5) the term "subjects" should be replaced with the term "participants"; (6) research methodologies should be developed that embody sound communication principles; (7) there should be efforts to summarize and synthesize the existing knowledge in the field, and to articulate explicitly the practical implications of that knowledge; (8) there should be an additional section in research reports that identifies the practical implications of the findings; (9) standards of relevance should be developed by which to assess research efforts; (10) career advancement within a university should be based not on quantity of publications but on quality and relevance; and (11) there should be training for young researchers in multimethod approaches within single studies. (HTH)

ED 253 920 EA 017 394

Caliguri, Joseph P.; And Others
Bureaucratic versus Loose Coupling Governance: Ownership or Chaos in Managing Conflict?
PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; *Administrative Problems; Conflict Resolution; *Decision Making; *Educational Administration; Elementary Secondary Education; *Governance; Leadership; *Leadership Styles; Presidents; Private Education; Teaching Guides
IDENTIFIERS- *Collegiality; Loose Coupling

The first section of this document relates a case involving governance problems at a private education institution. The second section gives teaching notes for the use of this case in any course focusing on leadership, organizational governance, or general management or in various topical courses. In the case recounted, an institution recognized for its collegial governance and administrative team leadership began to experience management and financial problems. To deal with these problems, the Board of Governors decided to create the position of president. The first president resigned after a year; the second resigned before the end of his first year. A team of three university professors was requested by the board chairman to evaluate the second president's performance; documents were analyzed, institutional assessment interviews with the president and administrators were conducted, and recommendations to the board and its constituents were presented. The issues that emerged were related to the differing governance philosophies and leadership styles that produced conflict among the institutional participants. The teaching notes give guidelines on the teaching objectives of the case, the position of the case in the course, assignment questions, and discussion strategies. An analysis of the issues involved is also provided. Five references are listed. (DCS)

ED 253 947 EA 017 526

Saleries Paid Professional Personnel in Public Schools, 1984-85. Part 2 of National Survey of Salaries and Wges in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

PUB DATE- 85

NOTE- 131p.; For parts 1 and 3, see EA 017 525 and EA 017 527.

AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21708; $30.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Administrators; Assistant Principals; Counselors; Elementary Secondary Education; *Expenditure per Student; *Geographic Regions; Librarians; National Surveys; Principals; *Salaries; School Nurses; School Personnel; Superintendents; *Tables (Data); Teachers

Part 2 of the annual Educational Research Service, Inc. (ERS) National Survey of Salaries and Wages in Public Schools reports data for the 1984-85 school year on salaries paid for 23 selected professional positions, including superintendents, associate superintendents, other central office administrators, principals, assistant principals, teachers, school nurses, and librarians. It gives the contract salary of the superintendents and the lowest and highest salary being paid in 1984-85 for the other professional positions surveyed. The data are reported separately for large, medium, small, and very small school systems, for five levels of per pupil expenditure and for eight geographic regions. Data for each of the positions surveyed are reported separately for each of the responding school systems. The data are presented in the report in 27 summary tables and the system-by-system listings. (MD)

ED 253 976 EA 017 575

How North Carolina Ranks Educationally among the Fifty States--1984.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Research.
PUB DATE- Mar 85
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Comparative Analysis; Demography; *Educational Assessment; *Educational Finance; Elementary Secondary Education; Enrollment; Expenditure per Student; Faculty; Federal Aid; Higher Education; Public Education; *School Funds; *School Statistics; State Aid; Statistical Analysis; Tax Allocation; Teacher Salaries
IDENTIFIERS- *North Carolina; *Rank Order

This annual publication, intended for educational planners and decision-makers, is designed to show North Carolina's rank among the states on a wide variety of educational and related statistics. Data are divided into these groups of related facts: (1) population, (2) enrollment and attendance, (3) faculty, (4) general financial resources, (5) governmental revenue, (6) school revenue, (7) governmental expenditures and debt, (8) school expenditures, and (9) miscellaneous. The publication is composed of two sections: North Carolina's Rank, 1984; and Educational Trends in North Carolina. For each individual statistic in the first section the following data are given: North Carolina's rank and the figure upon which this rank is based, applicable figure for the entire United States, and the figures for the highest ranking state and for the lowest ranking state. The second section graphically presents data for several years that compare North Carolina with the entire United States. A glossary is appended. (MLF)

ED 254 025 EC 171 734

Roberts, Joanne Erwick
The Effects of Otitis Media on Articulation. Final Report for 1982-1983.
North Carolina Univ., Chapel Hill. Frank Porter Graham Center.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 83
NOTE- 16p.; Submitted to Student Research Program.
GRANT- G008200061
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Hearing Impairments; High Risk Persons; Preschool Education; *Special Health Problems; *Speech Handicaps; *Speech Skills
IDENTIFIERS- *Otitis Media

The study examined the relationship in 44 preschoolers (considered to have varying degrees of predicted risk for poor school performance) between otitis media (middle ear disease) during the first 3 years of life and speech production (articulation) during preschool and school age years. Speech production accuracy was assessed by the number of consonant errors in words and sentences, intelligibility of speech, and the suprasegmental features used during conversational speech. Transcriptions were typed, stored, and analyzed via computer. The total duration of bilateral and unilateral otitis media during the first 3 years of life ranged from 4 to 884 days; the total duration of bilateral or unilateral otitis media ranged from 8 to 937 days. Preliminary speech analysis revealed that the otitis media durations were correlated with two specific types of speech errors: final sounds at age 3 and voicing at age 5. Otitis media durations were not correlated with the overall number of errors or other error types. Results suggest that otitis media is a predictor of only certain types of speech errors and must be interpreted cautiously because of the small number of subjects at each age level. (CL)

ED 254 039 EC 171 748

Walker, Betty
National Survey Shows Growth in Gifted/Talented Programs.
PUB DATE- 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Gifted; National Surveys; *Program Development; *State Aid; Talent; Trend Analysis

Results of a survey of the 50 states, the District of Columbia, and the Department of Defense Dependent Schools on the status of gifted/talented (G/T) programs are summarized. Charts depict the number of pupils in G/T programs, ranking among states, the percentage of public school enrollment and ranking, and the total state fund figures for G/T programs for 1976, 1981, and 1984. Also noted for each state is the existence of state supported summer programs. Other topic areas addressed include the impact of Chapter II funding on gifted programs, the effect of the "Excellence in Education" reports, addition of positions or increased time allotments for state directors, and mandates for G/T programs. It is concluded that despite the unavailability of federal funding for G/T programs, support within the states continues to grow. (CL)

Lindsay, Janis
Career Education for Mentally Handicapped Adults. Discussion Paper 01/83.
British Columbia Dept. of Education, Victoria.
REPORT NO.- ISBN-0-7719-9234-3
PUB DATE- Mar 83
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; *Adult Programs; Articulation (Education); *Career Education; Change Strategies; Classroom Techniques; Coordination; Daily Living Skills; Delivery Systems; *Educational Needs; Educational Objectives; Educational Policy; Educational Practices; Evaluation Criteria; Financial Support; Foreign Countries; Glossaries; Job Placement; Job Skills; Job Training; Linking Agents; *Mental Retardation; Models; Needs Assessment; Normalization (Handicapped); Policy Formation; Postsecondary Education; Program Effectiveness; Referral; Retraining; Services; Special Education; Student Placement; Student Recruitment; Teaching Methods; Vocational Adjustment; *Vocational Rehabilitation
IDENTIFIERS- *British Columbia; Regional Surveys

A study examined the career education opportunities available to mentally handicapped adults in British Columbia. The primary objectives of the study were to assess the effectiveness of various methods and models in meeting the needs of mentally handicapped adults, to explore the policy implications of the program strengths and weaknesses, to identify the linkages and overlaps of vocational rehabilitation services provided for mentally handicapped adults, and to propose a method of providing coordinated and comprehensive career education services to all mentally handicapped adults who demonstrate a need for such services. Data from the British Columbia Health Surveillance Registry were used to estimate the career education needs of persons with mild, moderate, and severe and profound mental retardation. After analyzing the data, the researchers formulated a model of a comprehensive career education program for adults with varying degrees of mental retardation. Addressed in the model were the following program areas: recruitment and referral; student selection; life skills, work adjustment, and vocational skills training; job placement; job stabilization; and retraining. The study also resulted in the formulation of 14 policy recommendations pertaining to program priority areas, guidelines, funding, evaluation criteria, coordination, and articulation. (MN)

ED 253 717 CE 040 706

Miller, Edward D.
The Role of Student Organizations in Vocational Education. Occasional Paper No. 94.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- Oct 83
NOTE- 15p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC94--$2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *Educational Benefits; Educational Cooperation; Educational Needs; Futures (of Society); Job Training; Needs Assessment; Participant Satisfaction; Participation; Productivity; School Business Relationship; *School Role; Secondary Education; *Student Organizations; Student Role; Teacher Role; *Technological Advancement; *Vocational Adjustment; *Vocational Education; Work Attitudes; Work Environment

Vocational student organizations (VSOs) are an integrated part of the overall curricula in most educational institutions. Besides providing many educational and work experiences in the classroom, VSOs benefit faculties, school administrators, and communities. Within the classroom and in the workplace, VSOs put into practice those experiences that develop positive personal attitudes, develop an appreciation of work ethics and productivity, and demonstrate the dignity of work. Faculty members and school administrators who participate in VSOs gain greater exposure to the work conditions and demands of business and industry. By participating in VSOs, educators can observe what technological training is missing in their vocational programs and consequently can take steps to ensure that their local VSOs either remain or become part of a more futurist-oriented educational society by serving as a vehicle for student exposure to and experiences with recent advances in high technology. (MN)

ED 253 731 CE 040 728

Adult Basic Education Programs in the Commonwealth of Pennsylvania. Evaluation Report: Fiscal Year 1983-84.

Pennsylvania State Dept. of Education, Harrisburg. Div. of Advisory Services.

PUB DATE- Nov 84
NOTE- 113p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; *Adult Programs; Advisory Committees; Compensation (Remuneration); Delivery Systems; Demography; Dropout Prevention; Dropout Rate; Educational Needs; Enrollment; Innovation; Inservice Teacher Education; *Outcomes of Education; *Program Costs; Program Effectiveness; Questionnaires; Staff Development; Staff Utilization; State Programs; State Surveys; *Statewide Planning; *Student Characteristics; Student Evaluation; Tables (Data); Teacher Characteristics
IDENTIFIERS- 310 Project; *Pennsylvania; Special Needs Students

Although the level of funding for adult education programs in Pennsylvania was reduced from 1982-83 to 1983-84, progress was made in increasing the availability of adult basic education (ABE) programs throughout the State and in decreasing the overall rate of premature separations of students from ABE programs. Total hours of service to ABE students increased; however, 2,293 fewer students were served. Demographic characteristics of the 27,992 students receiving services during the year under study were similar to those of students served in previous years. Those students who were served indicated that their primary reason for participating in ABE programming was to obtain a diploma. Most often (27.9 percent of the time), students learned about ABE programming from friends, with human service agencies referring 13.2 percent of the enrollees to ABE programs. The 1983-84 student-to-staff ratio was 14 to 1 as opposed to 15 to 1 in 1982-83. Despite the problems caused by insufficient funding, progress was made in the areas of expanding services to special ABE target groups, infusing adult competency curricula into ABE programming, and increasing enrollments and student retention in ABE programs. (This report includes 20 tables, 5 figures, and a series of appendixes containing various survey instruments used to gather data for the evaluation, a summary of ABE programming by county, and descriptions of projects funded by section 310 of the Adult Education Act.) (Author/MN)

ED 253 773   CE 041 176

Butler, Erik Payne; And Others
The Literacy-Employment Equation. Education for Tomorrow's Jobs. A Policy Options Monograph.
Far West Lab. for Educational Research and Development, San Francisco, Calif.; Network of Innovative Schools, Inc., Andover, Mass.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 35p.; For related monographs, see CE 041 175-179. Product of the National Adult Literacy Project.
CONTRACT- 400-83-0056; NIE-R-83-000-11
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Basic Skills; Community Services; Cooperation; *Credentials; Dropouts; *Educational Attainment; *Education Work Relationship; Employment Programs; Employment Qualifications; Job Training; Literacy; Public Education; *Public Policy; School Business Relationship; School Districts; Secondary Education
IDENTIFIERS- *Job Training Partnership Act 1982; National Adult Literacy Project

The resurgence of public interest in education highlights the connection between education and employment success. The emphasis on excellence puts concommitant pressure on the other end of the spectrum--remediation programs such as the Job Training Partnership Act (JTPA), a program that mandates closer collaboration between the public and private sectors. Research on education and employment demonstrates the link between educational attainment and successful employment, though there is little agreement on how best to measure basic skills and how competency factors operate in the labor market. The employment impact of lack of basic skills upon functionally illiterate adults cannot be denied. Therefore, improvements in local practice and in Federal and state policy are imperative. At the local level, JTPA-funded programs can expand the focus on basic skills and literacy, increase services to dropouts and adults, devise meaningful credentials jointly agreed upon by educators and employers, and create coherent systems of local services to improve input (assessment and program assignment) and output (credentialling and outplacement). Federal policymakers can enhance coordination and collaboration by providing: a multistate overview of policies and practices, leverage through initiative and regulation, financial resources to attack problems on a large scale, visible cooperative leadership through the Departments of Labor and Education, and technical assistance. (SK)

ED 253 788 CG 017 991

Hutchinson, Janet R.; And Others

Family-Centered Social Services: A Model for Child Welfare Agencies.

National Resource Center on Family-Based Services, Iowa City, IA.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 28 Jul 83
NOTE- 102p.; Some tables and figures are marginally reproducible.
GRANT- 90-CW-659/02
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Child Welfare; *Family Programs; Models; Needs Assessment; Placement; *Prevention; Program Implementation; Public Agencies; *Social Services; *Systems Approach

This manual is a guide for those who are planning preventive/restorative family service programs to provide alternatives to placing children in state foster care systems. Chapter I briefly discusses the rationale for family-centered social services. Objectives, characteristics, and advantages of these services are listed. Planning and implementation of family-centered services in the public sector are detailed in two major steps: identifying and involving key decision makers, and reviewing state funding policies and budgets. Chapter II describes family-based service delivery systems, highlighting three models: the Generalist-Specialist, the Intensive Family Services Unit, and the Purchase of Services; complete definitions and diagrams are included for each model. Chapter III outlines a system for classifying family needs, while Chapter IV provides an administrator's guide to client needs assessment. Chapter V deals with personnel concerns in family-centered services focusing on worker time allocation, job classification, and collective bargaining. Chapter VI is a comparative analysis of the costs of family-centered services and substitute care, and includes tables with supporting data. A glossary of terms and a bibliography are included, followed by an appendix outlining Oregon's family service contract requirements. (BH)

ED 253 803 CG 018 006

Thorson, James A.; Powell, F. C.
Revision and Factor Analysis of a Death Anxiety Scale.
PUB DATE- 18 Nov 84
NOTE- 14p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984). For the previous phase of this study, see ED 153 127.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Anxiety; *Death; Factor Analysis; Factor Structure; Fear; Measurement Techniques; Test Construction
IDENTIFIERS- *Death Anxiety Scale

Earlier research on death anxiety using the 34-item scale developed by Nehrke-Templer-Boyar (NTB) indicated that females and younger persons have significantly higher death anxiety. To simplify a death anxiety scale for use with different age groups, and to determine the conceptual factors actually measured by the scale, a revised 25-item true/false measure was administered to 599 persons aged 16 to 84. With a possible range of 25 to 75 (higher score indicating increased death anxiety), the range of scores from this sample was 27 to 71 with a group mean of 47.5. Preliminary findings confirmed that women and younger people had the highest death anxiety, while older persons had significantly less. Those with experience of death had lower anxiety; those with less education had higher death anxiety. Whites had significantly higher anxiety than blacks. Four principal factors were indicated: (1) fear of the uncertainty of death and loss of personal control; (2) fear of pain; (3) fear of the dying process itself; and (4) fear of burial and decomposition. It is suggested that four additional items be dropped from the scale to eliminate extraneous afterlife concepts. (JAC)

ED 253 833 CG 018 036

Roff, Lucinda Lee; Klemmack, David L.

Black-White Differences in Norms for Sons' and Daughters' Behavior toward a Frail Older Parent.

PUB DATE- Nov 84
NOTE- 14p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Standards; Blacks; Daughters; Dual Career Family; *Mothers; *Older Adults; *Parent Child Relationship; Public Opinion; *Racial Differences; Sons; Whites
IDENTIFIERS- *Adult Children

To examine black-white differences in the public's definitions of appropriate behavior toward a frail older parent for sons and daughters in dual earner couples, data were collected from a probability sample of 241 white and 64 black adults. Telephone interviews were used for data collection. Respondents were asked to rate the appropriateness of 13 filial behaviors toward a frail mother by a working child whose spouse also worked. In approximately one-half of the cases, the adult child was identified as a female; in the others the child was identified as a male. A similar manipulation was used with five questions concerning appropriate frequency of filial behavior. The results indicated that blacks were more likely than whites to believe it appropriate for children of both sexes to assist an elderly parent, even when control for level of educational attainment was introduced. Blacks more than whites thought that children with a frail elderly parent should have more contact with that parent, that adult children of both sexes should visit a mother at the mother's home more frequently, and that adult children of both sexes should bring meals to the mother more frequently. At the same time, they, like whites, attributed this responsibility to daughters more than to sons. The results of this study suggest that blacks are more likely to espouse norms prescribing higher degrees of responsibility concerning an elderly mother and higher levels of contact with such a parent, particularly for daughters. (LLL)

ED 253 934 EA 017 508

Hendrickson, Robert M.; Gregory, Dennis E.

Higher Education.

PUB DATE- 84
NOTE- 42p.; Chapter 8 of: The Yearbook of School Law, 1984 (EA 017 500).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Admission Criteria; Athletics; Civil Liberties; Civil Rights; Collective Bargaining; College Administration; College Admission; College Faculty; College Students; Contracts; *Court Litigation; Disabilities; Dismissal (Personnel); Equal Opportunities (Jobs); Expulsion; Federal Regulation; Government School Relationship; *Higher Education; Injuries; Legal Responsibility; *School Law; School Personnel; Sex Discrimination; Student Financial Aid; Student Transportation; Tenure; Tuition; Workers Compensation
IDENTIFIERS- First Amendment

Decisions made by federal and state courts during 1983 concerning higher education are reported in this chapter. Issues of employment and the treatment of students underlay the bulk of the litigation. Specific topics addressed in these and other cases included federal authority to enforce regulations against age discrimination and to revoke an institution's tax-exempt status; the application of laws against discrimination in employment; actions affecting the status or pay of nontenured and tenured faculty members; collective bargaining rights of the faculty; the termination of administrators and other personnel; discrimination in student admissions; the assessment of nonresident tuition; student financial aid; students' first amendment rights; the dismissal of students for disciplinary and academic reasons; the provision of transportation to disabled students; the application of athletic association regulations; liability claims involving personal injury, workers' compensation and contract liability; and the right of the National Collegiate Athletic Association to control the telecasting of football games. (PGD)

ED 253 962 EA 017 544

Doyle, Denis P.
Family Choice in Education: The Case of Denmark, Holland, and Australia.
American Enterprise Inst. for Public Policy Research, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 22 Mar 84
NOTE- 35p.
CONTRACT- EPA-30032
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Catholic Schools; Comparative Education; Educational Vouchers; Elementary Secondary Education; *Federal Aid; *Foreign Countries; Foundations of Education; *Government School Relationship; Nontraditional Education; Parochial Schools; Private Education; *Private School Aid; Public Education; Religious Education; *School Choice; School Support; State Church Separation
IDENTIFIERS- Australia; Denmark; Netherlands

This essay offers a preliminary examination of public support for private elementary and secondary education as it is incorporated into the systems of Denmark, Australia, and Holland. Its purpose is to stimulate American thinking about family choice systems. After a brief introduction on the ad hoc quality differentials in American public schooling, a discussion ensues of the ambiguous definitions of "private" and "public," as these terms are alternately used to refer to ownership and use. The third section addresses the implicit values and the historical context behind the American policy of denying aid to religiously affiliated private schools. The following three sections discuss the history and structure of education systems in Denmark, Australia, and Holland, respectively. Denmark has a national system of public elementary schools, coupled with the right of minorities to establish "free" schools at public expense. Australia provides comprehensive government aid to private religious schools, primarily because of pressure from a large Catholic constituency; as a result, the quality of Catholic education has steadily improved. In Holland, two thirds of the children attend private religious schools fully supported by the government. The paper concludes by recommending a carefully deliberated shift to a choice system that recognizes the centrality of religious values to the educational process and that provides alternatives for families with different interests and values. (TE)

ED 253 994 EC 171 703

Weber, Gwen K.; Parker, Tommie

A Comparative Study of Family and Professional Views of the Factors Affecting Positive Family Adaptation to a Disabled Child.

PUB DATE- 81
NOTE- 27p.; In: Stinnett, N., Ed., and Others. Building Family Strengths 3. University of Nebraska Press, 1981.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Emotional Adjustment; *Family Attitudes; *Family Relationship; *Social Workers

The paper discusses a national project which studied 41 families who viewed the presence of their disabled child as having had a positive impact upon the family unit. Parents were asked to identify the degree of influence on adjustment of a number of variables (including awareness and understanding of the child's condition, secure economic resources, ongoing extended family support, and birth order of the disabled child). Responses were compared to responses of 17 social work departments at University Affiliated Programs. Professionals' responses reflected more uncertainty or diverse opinion than parents' responses. There was a high level of agreement between professionals and parents on those variables viewed as having the greatest amount of impact on family adjustment, including early diagnostic information, opportunity to share the experience with others, existence of more than one child in the family unit, and personal faith and religion. Twenty-four references are included. (CL)

ED 253 690 CE 040 661

Wulfeck, Wallace H., II; And Others
Self-Paced Training: Perceptions and Realities.
Navy Personnel Research and Development Center, San Diego, Calif.
PUB DATE- 84
NOTE- 16p.; Document is marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Improvement; Educational Innovation; Educational Needs; Group Instruction; *Military Training; *Outcomes of Education; *Pacing; Postsecondary Education; *Program Effectiveness; *Program Improvement; *Training Methods
IDENTIFIERS- *Navy; *Self Paced Instruction

Currently, there is concern about the quality of Navy training. This concern is best exemplified by the present debate over the adequacy of "self-pacing" in Navy training courses. This paper illuminates some perceptions surrounding self-pacing in Navy training, explores some realities of Navy training, and presents a recommendation about how best to proceed. The paper offers the following conclusions: (1) self-pacing is misunderstood; (2) self-pacing is not the only factor responsible for perceived declines in the quality of Navy training, and may not be involved at all; (3) Navy training courses have more serious problems than their method of delivery; (4) traditional delivery methods will not guarantee instructional quality; (5) all forms of delivery, including self-pacing, have advantages and disadvantages that involve complicated trade-offs; and (6) there are no simple solutions to the problems of Navy training. Guidance from the Chief of Naval Education and Training (CNET) concerning how to proceed is well founded. Any attempt to effect major changes in existing instructional systems without the controlled test and evaluation called for by CNET would be both reckless and costly. Specifically, changing a course from lock-step to self-paced or from self-paced to lock-step without sufficient evidence that the quality of the instruction will improve and/or significant cost savings will occur would be counter to CNET's guidance. (Author/KC)

ED 253 745 CE 040 758

Reauthorization of the Older Americans Act, 1984 Part 1. Hearings before the Subcommittee on Aging of the Committee on Labor and Human Resources, United States Senate, Ninety-Eighth Congress, Second Session (North Providence, Rhode Island, January 17, 1984; Washington, District of Columbia, January 31, February 24 and 28, and March 13, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- S-Hrg-98-945-Pt-1
PUB DATE- 84
NOTE- 1,002p.; For part 2, see CE 040 759. Document contains small type. For a related hearing, see ED 250 632.
LANGUAGE- English
EDRS Price - MF07 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adult Education; *Aging (Individuals); Community Programs; Community Services; Delivery Systems; Educational Needs; Educational Policy; *Employment Programs; *Federal Aid; *Federal Legislation; Financial Needs; Financial Support; Gerontology; Grants; Health Needs; Hearings; Individual Needs; Needs Assessment; *Older Adults; Policy Formation; Psychological Needs; Public Policy; Research Needs; State Programs; Training
IDENTIFIERS- Congress 98th; *Older Americans Act 1965; Reauthorization Legislation

This Congressional report contains the testimony provided at the first five days of hearings pertaining to the reauthorization of the Older Americans Act of 1965. The focus of the hearings was on amending those portions of the act dealing with: (1) grants for State and community programs on aging (Title III); (2) training, research, and discretionary programs and projects for older adults (Title IV); and (3) community service employment for older Americans (Title V). Included among those persons providing testimony at the Rhode Island hearings were representatives of the following agencies and organizations: Rhode Island Meals on Wheels, Inc.; the Visiting Nurse Service of Greater Woonsocket; Fruit Hill Day Center for the Elderly; the Southeast New England Long-Term Care Gerontology Center, Brown University; the American Association of Retired Persons; the National Council on Senior Citizens; the Senior Inn, Inc.; the University of Rhode Island; and Rhode Island College. The hearings in Washington, D.C. included testimony of representatives from: the American Federation of Home Health Agencies, Inc.; the American Mental Health Counselors Association; the New York State Office for the Aging; the National Homecaring Council, Inc.; the University of Kansas Long-Term Care Gerontology Center; the Urban Mass Transportation Administration; the National Association of Nutrition and Aging Services Programs; and the National Association of State Units on Aging. (A status report on Title IV of the Older Americans Act as amended and a discussion of types of technical assistance provided to the States by the Department of Labor are also included in this volume, as well as responses of witnesses to questions raised by the subcommittee chairman.) (MN)

ED 253 759 CE 040 811

Brock, Howard

Forestry/Forest Products Cluster Brief. Vocational Education in Oregon.

Oregon State Dept. of Education, Salem.

PUB DATE- Nov 84

NOTE- 10p.; For related documents, see CE 040 810-820.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Articulation (Education); Behavioral Objectives; *Course Content; Course Organization; *Criteria; Curriculum Development; *Educational Objectives; Educational Planning; *Forestry; Forestry Aides; Forestry Occupations; Occupational Clusters; Program Descriptions; *Program Development; Program Improvement; Secondary Education; State Curriculum Guides; State Programs; *Statewide Planning; Vocational Education

IDENTIFIERS- *Oregon

This guide sets forth minimum approval criteria for vocational forestry/forest products training programs in Oregon. The curriculum emphasizes the basic skills of forest management, harvesting, and manufacturing. The information in the guide is intended for use by district-level curriculum planners, teachers, regional coordinators, or state education department staff involved with new program development or revisions of existing programs. The guide outlines the instructional content of forestry/forest products programs in terms of program descriptions, areas for training, program goals, course/content goals, and sample performance objectives. Course titles and descriptions are also included. A section on organizational options is designed to illustrate a few of the many ways to deliver the minimum instructional content required for an approved vocational cluster program. Content is illustrated by course titles for the instructional levels to recognize that students from different grades may enroll in one or more levels of a program. (KC)

ED 253 848 CS 007 919

Reading: A Course of Study, Comprehension.

Utah State Board of Education, Salt Lake City.

PUB DATE- 82
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Critical Reading; *Educational Assessment; Educational Objectives; Elementary Secondary Education; Inferences; *Reading Comprehension; *Reading Instruction; State Curriculum Guides
IDENTIFIERS- Utah

Consistent with the philosophy that reading is an integral aspect of the total curriculum, the objectives listed in this handbook (developed by the Utah State Office of Education as part of a total course of reading study) are related to four dimensions of reading comprehension: literal, inferential, critical, and creative. For each of the listed dimensions, the handbook provides instructional objectives that are precise statements of measurable reading behaviors to be demonstrated by the student, and all objectives carry a number that identifies the subject area, level, and strand of each objective and provides information concerning the relationship of each objective to the general curriculum goals. The handbook also contains a statement of the goals of reading education in the state of Utah, a definition of reading comprehension, an overview of the total curriculum framework, administrative guidelines, the Barrett Taxonomy, and the reading and literature objectives developed for the 1980 assessment conducted by the National Assessment of Educational Progress. (HOD)

ED 253 863 CS 007 944

Direction for Alabama Reading Teachers #3: Commercial Games and Activities for Title I Reading Teachers.

Alabama Univ., Birmingham.; Mobile County Public Schools, Ala.

SPONS. AGENCY- Office of Education (DHEW), Washington, D.C.
PUB DATE- May 76
NOTE- 215p.; For related documents, see CS 007 941-943. Cover title reads "DART: Directions for Alabama Reading Teachers."
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Compensatory Education; Educational Games; Elementary Secondary Education; Instructional Materials; *Learning Activities; *Reading Games; *Reading Instruction; Reading Material Selection; *Reading Programs; *Remedial Reading; Teacher Role; Textbook Selection

Intended for use by Title I teachers, this handbook is designed to aid in the selection and use of commercially prepared reading games and game-like teaching materials that teach or reinforce (1) basic sight vocabulary, (2) spelling, (3) word meaning, (4) comprehension, (5) reading readiness, (6) perception, (7) study, (8) listening, (9) fluency, and (10) decoding skills. The handbook provides the name and address of the publisher of each game, its price, its instructional and interest levels, and a description of its use. In addition, the handbook provides a list of names and addresses of publishers of instructional games and an index of the games arranged according to the skills they teach or reinforce. (FL)

ED 253 878 CS 208 781

Wolvin, Andrew D.; Coakley, Carolyn Gwynn
Listening. Second Edition.
REPORT NO.- ISBN-0-697-00286-1
PUB DATE- 85
NOTE- 340p.
AVAILABLE FROM- Wm. C. Brown Publishers, 2460 Kerper Blvd., Dubuque, IA 52001 ($12.76); instructor's manual designed to be used with this book is available by writing to the speech editor at the above address.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Books (010) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Auditory Discrimination; *Communication Skills; Curriculum Development; *Educational Research; Higher Education; Interpersonal Communication; Language Arts; *Learning Processes; *Listening Comprehension; *Listening Skills; Nonverbal Communication; Secondary Education
IDENTIFIERS- *Theory Practice Relationship

Intended for those who want to understand the nature of listening in the communication process and for students who wish to understand and improve their own behaviors as listeners, this book draws upon theory and research in the field of listening as well as from a variety of other disciplines. The 10 chapters of the book discuss the following topics: (1) the need for effective listening, (2) the process of communication, (3) the process of listening, (4) listening as a communication function, (5) discriminative listening, (6) comprehensive listening, (7) therapeutic listening, (8) critical listening, (9) appreciative listening, and (10) the listener's communication roles. Each chapter includes examples of the type of listening being discussed and activities designed to help readers apply to their own listening behavior the principles of effective listening described. (FL)

ED 254 010   EC 171 719

Sobsey, Dick

Practicum Handbook for Teachers of Students with Severe and Multiple Handicaps.

Alberta Univ., Edmonton. Dept. of Educational Psychology.

PUB DATE- 85

NOTE- 80p.

AVAILABLE FROM- University of Alberta, Department of Educational Psychology, 6-102 Education North, Edmonton, Alberta T6G 2G5 Canada ($7.00; quantity discounts available.)

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Competency Based Teacher Education; *Multiple Disabilities; *Practicums; Teacher Education; Teaching Methods; *Teaching Skills

The handbook describes the structure and process of practica for teachers of students with severe and multiple handicaps at the University of Alberta. Guidelines for introductory practica are presented and eligibility, practica duration, and location of the practica are discussed. The handbook includes forms of evaluating individual and group instruction, and a format for structuring Individual Practicum Plans. The Individual Practicum Plan is presented as a essential element in fitting together the unique combination of practicum student needs, previous experience, program and site characteristics and client attributes. Over 100 teaching competencies are listed for such skill areas as assessment, behavior management, communication and language, data collection, curriculum and program development, instruction, physical and routine care, professional conduct, research, and teamwork. Responsibilities of the practicum student and cooperating teacher are detailed and sample attendance schedules and information sheets are included. (CL)

ED 254 026 EC 171 735

Tew, Lisa

Language Therapy and Sensory Integration Therapy in Maximizing Language Gains in Developmentally Delayed Preschool Children. Report of Results, May 1983 through April 1984.

Wabash Center, Inc., Lafayette, IN.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Apr 84

NOTE- 24p.

GRANT- G008300052

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Developmental Disabilities; *Language Acquisition; Preschool Education; *Sensory Integration; *Therapy

The study examined the effects of sensory integration therapy (SIT) on the language development of 15 developmentally delayed preschoolers and the effects of SIT in combination with language therapy. Results of pre- and post-tests using the Sequenced Inventory of Communication Development, and Peabody Picture Vocabulary Test-Revised, and the Mean Length of Utterance; and samples of communicative interactions during free play were analyzed. SIT emphasized tactile discrimination, goal-directed vestibular activities, and reflex integration. Language therapy (LT) stressed expressive and receptive language learning activities equally. Analysis revealed that SIT and its interaction with LT were both generally implicated in language gains made by Ss, and in some cases were statistically significant at moderate levels. (CL)

ED 254 040 EC 171 749

Bieber, Carrie; Gurski, John C.

Shaping with Visual Feedback and Token Reinforcement: Effects on Voice Volume Changes in Mentally Retarded Adults.

PUB DATE- May 84

NOTE- 8p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, IL, May 3-5, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches/Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Adults; *Feedback; *Mental Retardation; Reinforcement; Token Economy; *Voice Disorders

In an attempt to confirm earlier results with a group of mentally retarded females, 12 mentally retarded institutionalized adults (8 male, 4 female) were trained to either reduce (Loud group) or increase (Soft group) their voice volumes with a combination of visual feedback and token reinforcement. The feedback unit provided a binary light on-off signal. Colored lights were used for loud (red), soft (blue), and normal (green) voice volumes, and a digital summary was provided of the total time each light was on. Tokens were given for each trial of 15 sentences with a green light time-on of 70% or better. One-half of the sample received feedback only; the other half was given feedback plus tokens. Results produced a significant improvement in control of voice volume in Loud and Soft groups as measured by the differences in pre- and post- baseline decibel readings (5, 12, and 19 days post-training), cumulative tools of the light readouts, and caseworkers' ratings of each participant. The results confirmed findings on the effectiveness of visual feedback. It is suggested that the use of visual feedback as a training device can be used not only to address voice intensity disorders, but other voice disorders, as well, in this population. (Author/CL)

ED 253 651 CE 040 533

Council, Forrest M.; And Others

Driver Education for Motorcycle Operation. Final Report.

North Carolina Univ., Chapel Hill. Highway Safety Research Center.
SPONS. AGENCY- North Carolina State Dept. of Public Instruction, Raleigh.
PUB DATE- Dec 78
NOTE- 100p.; Prepared for the North Carolina Governor's Highway Safety Program.
AVAILABLE FROM- University of North Carolina Highway Safety Research Center, CTP, 197A, Chapel Hill, NC 27514 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Driver Education; Feasibility Studies; *Pilot Projects; *Program Effectiveness; Questionnaires; Research Design; Research Problems; Secondary Education; State Surveys; *Statewide Planning; *Traffic Safety
IDENTIFIERS- *Motorcycles; North Carolina

A three-year pilot project was conducted to evaluate the feasibility of implementing a statewide off-road motorcycle training program for beginning drivers in North Carolina. The first year of the program involved approximately 422 students from five locations, the second year involved seven sites across the State. The three basic criteria for the evaluation were the accidents and violations of the students, written test scores, and exposure data. A very small sample of students ultimately acquired or had access to motorcycles; in the experimental group, between 19 and 37 percent of the students became principal or part-time riders of motorcycles and, in the control group, only 16 to 33 percent of the students had access to bikes. The Motorcycle Safety Foundation curricula used were acceptable to both the teachers and students. Despite limitations in data collection such as the lack of crash data and difficulties in obtaining volunteers for the study, it appeared that the training did result in an increase in knowledge of safe motorcycle operation on the part of the students in the experimental group. No conclusions could be drawn, however, concerning the effects of the training on preventing motorcycle crashes. Recommendations were made concerning improving the design of future pilot projects to evaluate the feasibility of motorcycle safety training. (The teacher survey and motorcycle safety test used in the project are appended to this report.) (MN)

Food Distribution. The Supermarket Entry Occupations.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 84
NOTE- 177p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Cooperative Education; *Distributive Education; Entry Workers; Food Service; *Food Stores; Learning Activities; *Marketing; *Merchandise Information; Pretests Posttests; *Retailing; Secondary Education; Teaching Guides; Units of Study

This guide is designed to assist the coordinator of the Marketing and Distributive Education Cooperative Education Program in improving and expanding the instructional activities needed to prepare individuals to function in the food industry's entry-level jobs. The instructional material provides information about what is expected of a student trainee in the supermarket. An introduction contains an outline for promoting classroom discussion of the history and development of the supermarket. Information on a supermarket career and store organization plan are included, as well as a list of suggested learning activities. The function and features of packaging are outlined and activities are listed regarding truth in packaging. Outlines and learning activities are presented for studying supermarket layout. The appendixes include pretests, posttests, and test answers for the instructional units on the bagger, checker/cashier, stockperson, and meat trainee positions; a chart on unit pricing; a witness form; training plans for the instructional units; a list of resources; a bibliography; and transparency masters. The bagger, checker/cashier, stockperson, and meat trainee instructional units are included. For each instructional unit, some or all of the following are included: an introduction, directions for using the unit, a list of prerequisites, a list of objectives, informative material, learning activities, alternate activities, and self-checks with answers. (YLB)

ED 253 703 CE 040 683

Hampson, Keith
Trends in Manpower and Educational Development: A British Perspective. Occasional Paper No. 104.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 85
NOTE- 24p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC104--$2.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Development; *Educational Needs; Employment; Employment Problems; Foreign Countries; *Government Role; Government School Relationship; *Job Training; *Labor Force Development; School Business Relationship; Unemployment; Unions; *Vocational Education
IDENTIFIERS- *Great Britain; United Kingdom

Although employment has increased, Great Britain faces rising unemployment due to the large number of school leavers. New jobs are there, but many are in the service sector, traditionally for women and mostly part-time. Unions demand high starting wages that are a disincentive for employers to hire young people and pay raises that make job creation more difficult. The United Kingdom has been complacent about training. Firms are not keen to invest in training and cut back funding for training programs during recessions, and the government is skeptical about formal training systems. Four approaches are now underday to clarify what employers should be doing and to identify where training needs are and where the skilled requirements of the future may lie. These approaches are: (1) to convince managers to assume a greater role in training, (2) to improve students' perception of their future and of the jobs and skills they will need, (3) to meet specific requirements to prevent specific shortfalls in skills, and (4) to ensure the adaptability of the work force. (Questions and answers are appended.) (YLB)

Tate, Nellie P.
Social Interaction Patterns and Life Satisfaction of a Group of Elderly Widowed Blacks.
PUB DATE- 81
NOTE- 16p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Blacks; *Females; *Life Satisfaction; *Older Adults; *Social Support Groups; Well Being; *Widowed
IDENTIFIERS- Pennsylvania (Philadelphia)

Widowhood may pose a threat to the adjustment and life satisfaction of older women. In order to examine the relationship between life satisfaction of elderly widowed black women and their involvement in formal and informal support systems, 65 women ranging in age from 64 to 92, were asked 326 questions by trained black interviewers. Interviewers also prepared an extensive narrative report on each interviewee. Subjects were selected from the Philadelphia site of a national survey previously conducted by the Hebrew Rehabilitation Center for the Aged, funded by the Administration on Aging, and entitled "A Study of the Informal Support Networks of the Needy Elderly." A series of scales was used for instrumentation, including the CARES Future Scale, the Zung Agitation Scale, and the Rosow Functional Health, CARES Loneliness, and Goldfarb Mental Health Status Scales. Examination of the data on the widows' ages, occupations, education, income, children, years widowed, health status, and social networks, showed that income, attitude toward present living situation, perceived health status, and presence of a confidante were the best predictors of life satisfaction in this group. Interaction with children had a limited relationship to life satisfaction. Future research should be aimed at clarification of the concept of life satisfaction, which was difficult to define and operationalize. (BH)

ED 253 893 CS 504 829

Merritt, Bishetta D.
Jesse Jackson and Television: Black Image Presentation and Affect in the 1984 Democratic Campaign Debates.
PUB DATE- Nov 84
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (70tn, Chicago, IL, November 1-4, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Comparative Analysis; Content Analysis; Debate; Elections; *Mass Media Effects; *News Reporting; Politics; *Production Techniques; Television; *Television Research
IDENTIFIERS- Audience Response; *Jackson (Jesse); Media Role; *Presidential Debates

A study analyzed the visual content of the 1984 New Hampshire and California Democratic candidate debates to determine how Jesse Jackson was portrayed by television. The New Hampshire debate was chosen because it offered the first opportunity for Jackson to be heard and compared to the other, more media-prominent candidates. The California debate was chosen because it was the last debate before the convention, and occurred after the media publicity about Jackson's "Hymie-Hymietown" remark and controversial statements made by Louis Farrakhan. Using videotapes and typed transcripts from the two debates, each camera shot of Jesse Jackson as the central speaker was numbered and timed, resulting in 38 shots for analysis. Among the elements examined were shot length and type, camera movement and angle, reaction shots, and the speaker's eye contact with the camera. The analysis indicated frequent "shoulder" (mid-chest to top of head) shots, framed in the center, which made Jackson's image appear smaller; only one reaction shot of black persons in the audience; numerous distant and downward angle shots; and a poor background color for a dark-skinned speaker. Although Jackson was handicapped with poor shots, numerous cuts, and poor frame balance during the New Hampshire debate, three post-event polls conducted among Democrats reported Jackson the choice of 13% of the sample (as against 11% for Glenn and 51% for Mondale). The only positive difference between the two debates was the camera treatment or good frame balance given during the California debate. After winning 21% of the state primaries' and state caucus's popular vote, Jackson was still given no better visual treatment than in the New Hampshire debate when he was a political unknown. More research is needed on the impact of visual images to ensure fairer, less biased treatment of candidates and to alert viewers to the potential influences and impact of these images. (HTH)

ED 253 907 CS 504 846

Huddleston, Bill M.

An Examination of Behavioral Responses to Stereotypical Deceptive Displays.

PUB DATE- Feb 85

NOTE- 29p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Advertising; *Behavior Patterns; *Communication Problems; *Communication Research; Higher Education; Interpersonal Communication; *Perception; *Persuasive Discourse

IDENTIFIERS- *Deception

A study investigated whether receivers who detect senders behaving deceitfully will automatically become more resistent to the message being presented. By developing predictions derived from the Elaboration Likelihood Model (ELM), the study hypothesized that only noninvolved receivers would respond negatively to deceptive nonverbal cues in a message. Subjects, 160 college students, were told that the study was examining advertising effects and were told they would see a videotape that contained several ads. Half of the students were induced to become involved with the one of the ads by a promise of a free product, the other half were told that the target ad was not properly representing the product. In addition, the target ad had been manipulated so that in one version the speaker avoided eye contact, did not smile, and shifted posture--all behaviors associated with deception. After viewing the videotape, the subjects completed a questionnaire that dealt with the ads and the program, with their television viewing habits, and with their responses to the ads. Using a 2 X 2 X 2 factorial design, the study found that the speaker who engaged in deceptive behavior received only negative appraisals from the subjects who initially cared very little about the product. Conversely, subjects who saw the speaker as being highly relevant tended to base their evaluations on the strength of the arguments the speaker used to construct the message. (FL)

ED 253 948 EA 017 527

Wages and Salaries Paid Support Personnel in Public Schools, 1984-85. Part 3 of National Survey of Salaries and Wages in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

PUB DATE- 85

NOTE- 76p.; For parts 1 and 2, see EA 017 525-526.

AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21710; $30.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Clerical Workers; Elementary Secondary Education; Food Service; *Geographic Regions; Library Technicians; *Salaries; Salary Wage Differentials; *School Personnel; Service Workers; *Tables (Data); Teacher Aides; Wages

IDENTIFIERS- *Custodians

Part 3 of the annual Educational Research Service, Inc. (ERS) National Survey of Salaries and Wages in Public Schools reports data for the 1984-85 school year on wages and salaries actually paid to support personnel in 10 selected positions, including teacher aides, building custodians, cafeteria workers, bus drivers, clerical staff, and library clerks. It provides data on the lowest, highest, and average hourly wage rates begin paid. The data are reported in 23 summary tables showing salary distributions paid by reporting school systems. The data are also presented according to enrollment size of the school system and geographic region in which the school system is located. A system-by-system listing of wages and salaries paid to support personnel is also provided. (MD)

ED 253 977 EC 171 359

Clarification of P.L. 94-142 for the Administrator.
Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jul 80
NOTE- 91p.; For related documents, see EC 171 711-713.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; *Compliance (Legal); *Disabilities; Elementary Secondary Education; *Federal Legislation; Individualized Education Programs
IDENTIFIERS- *Education for All Handicapped Children Act

The guide is intended to help clarify P.L. 94-142, The Education For All Handicapped Children Act, and its regulations for administrators. The manual is organized around three central topics: an overview of the law and its regulations (background and purpose of the law, major provisions of the regulations, future of special education); effects of P.L. 94-142 on the administrator (accessibility, individualized education programs, parent-school relationship, mainstreaming, inservice education, related services); and activities to help administrators prepare to implement P.L. 94-142 (inservice/personnel development, effective management of the IEP team, public awareness). Two appendixes present highlights of regulations and an annotated bibliography related to administrators and P.L. 94-142. (CL)

Elliman, Peter J.
Critical Issues in Vocational Education: An Industrialist's View. Occasional Paper No. 95.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- Nov 83
NOTE- 21p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC95--$2.50).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business; Business Responsibility; *Change Strategies; Comparative Analysis; Coordination; Economic Development; Educational Cooperation; *Educational Needs; Employee Attitudes; Industry; Interpersonal Competence; *Job Training; Labor Force; Labor Needs; Labor Relations; Needs Assessment; Postsecondary Education; Productivity; Public Policy; *School Business Relationship; *School Role; Secondary Education; Standards; *Vocational Education; Work Attitudes
IDENTIFIERS- *Private Sector; South Carolina

On an overall basis, the United States is still the cheapest free world country in which to produce goods. If the United States is to retain this distinction, however, steps must be taken to reverse the trend toward yearly declines in the rate of gain in U.S. productivity. One way in which vocational education can help increase the productivity of the American labor force is to place less emphasis on the job- and industry-specific skills that can be taught most effectively by industry itself and to concentrate instead on preparing students for a world of work in which they must never cease learning and growing. In general, vocational education has neither the facilities nor personnel to provide effective training in high technology areas. What vocational education can do, however, is to train workers in the basic, transferable skills that they will need to succeed in the job-specific training that is best provided by the private sector itself. Vocational educators also need to develop courses that will teach students how to handle, manage, and just get along with others. To do this most effectively, teachers and administrators alike must make increased efforts to ascertain first hand exactly what skills business and industry require of their prospective employees. (A series of questions and answers is appended.) (MN)

ED 253 732 CE 040 729

Sawyer, Douglas
ABE Volunteer Recruitment Handbook.
College of the Albemarle, Elizabeth City, N.C.
PUB DATE- Jan 84
NOTE- 38p.; Prepared by the Continuing Education Division. Document may not reproduce well due to light and broken print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; *Adult Programs; *Adult Students; Illiteracy; Literacy Education; *Student Recruitment; Volunteers; *Volunteer Training
IDENTIFIERS- College of the Albemarle NC

This handbook is intended to help Adult Basic Education (ABE) volunteers in recruiting students for ABE programs. General information on the College of the Albemarle and on continuing education programs appears first. A glossary of adult learning terminology and a brief history of ABE follow. The next section discusses four basic recruitment approaches: personal contact, mass media, printed publicity, and interagency cooperation. The recruitment process--preparation, execution, and "the close"--is outlined. Other contents of the handbook include a general analysis of the volunteer's role, operational procedures for volunteers, rights and responsibilities of volunteers, and facts on illiteracy problems (nationally and in North Carolina). (YLB)

ED 253 774 CE 041 177

Radwin, Eugene
Promoting Innovation and Controversy in Adult Basic Education: Section 309 of the Adult Education Act.
Far West Lab. for Educational Research and Development, San Francisco, Calif.; Network of Innovative Schools, Inc., Andover, Mass.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 77p.; For related monographs, see CE 041 175-179. Product of the National Adult Literacy Project.
CONTRACT- NIE-R-83-000-11
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Basic Education; Adult Education; Educational Innovation; Educational Legislation; Federal Government; *Federal Programs; *Federal State Relationship; *Government Role; Grants; Negative Attitudes; *Program Effectiveness; Program Proposals; Public Policy; State Departments of Education
IDENTIFIERS- *Adult Education Act 1966; National Adult Literacy Project

Section 309 of the Adult Education Act of 1966 provided discretionary grants for special projects and teacher training in adult basic education (ABE). The 309 program played an important role in innovations, recruitment, instructional materials, and teaching strategies, and it demonstrated how active Federal officials could boost state and local practices and policies. Yet, the Federal role antagonized some constituencies and figured in the program's demise. The U.S. Department of Education's Division of Adult Education guided the program by setting priorities, soliciting and shaping proposals, awarding grants, and disseminating project information. This activist role affected the 309 program's accomplishments and impact on ABE, influencing such areas as policy, curriculum development, interstate efforts, print and electronic media use, and staff development. The program promoted communications and provided a sense of mission for the ABE field. Two major shortcomings, however, were the failure to build its own constituency and the alienation of a politically strong segment--state adult education directors. Lack of state-level involvement in policy and grant decisions and aggressive management by Federal officials led to the reconstitution of the 309 program as a state discretionary grant activity in 1974. The 309 program contributed significantly to the ABE field despite the lack of an elaborated, integrated dissemination system and despite too many low visibility projects. A revived Federal-level grants program that builds on past strengths and acknowledges previous shortcomings would better serve the diverse ABE community. (The appendixes include a list of potential 309 projects and a reference list of past project reports.) (SK)

ED 253 804 CG 018 007

Powers, Stephen; Miller, Christine E.

Evaluation of a Drug Education Program in the Third and Fourth Grades.

PUB DATE- 84
NOTE- 19p.; Support for this research was provided by ADAAPT, City of Tucson, and the Arizona Department of Health Services, Division of Behavioral Health.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Alcohol Education; Decision Making Skills; *Drug Education; Elementary Education; *Elementary School Students; Outcomes of Education; *Program Effectiveness; Program Evaluation; Self Esteem

Research has indicated a correlation between lower self-esteem and decision making skills in children and increased drug use in later life. To promote the skills needed to make sound decisions regarding drug use and to develop general skills for healthy living, an alcohol and drug education program was presented to third and fourth grade pupils in 21 elementary schools in a large, urban school district of the Southwest. During the 1983-84 school year an evaluation of the program was conducted with 520 third and fourth grade pupils at five elementary schools. A measure of decision making and self-esteem was administered as a pretest, a posttest, and as a second posttest to a treatment group and to a comparison group. Grade-level repeated measures analyses of variance provided evidence of a group by time interaction effect on decision making and self-esteem at the third grade. An interaction effect was also found with respect to decision making at the fourth grade level. Post hoc tests did not locate significant mean differences, although trends in the data supported an effect of the program over time. (Author/JAC)

ED 253 834 CG 018 037

Kiely, Margaret C.
Research on Bereavement: Implications for Social Policy Development.
PUB DATE- 25 Aug 84
NOTE- 24p.; Invited address at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Services; Cultural Differences; *Evaluation Utilization; Family Counseling; Foreign Countries; Grief; High Risk Persons; *Policy Formation; *Prevention; *Program Effectiveness; Social Planning; Time Perspective
IDENTIFIERS- *Bereavement; Canada; Community Psychology; *Hospices

This paper describes the results of an evaluation of the Palliative Care Service, one of the first hospices in North America (Montreal), and the implications of that research for social policy development. The objectives of the research were to evaluate the reliability of predictive assessments of bereavement risk and the effectiveness of bereavement follow-up using trained and lay volunteers, to compare palliative care and general hospital wards, to ascertain if there are cultural differences in bereavement for English and French speaking groups, and to study bereavement over time. Four major results indicated that bereavement risk can be predicted in a normal population, intervention is helpful for some high risk people but not for others, the grieving process may be very different for men and women, and there are cultural differences in the bereavement process. The discussion of the implications of the research findings for policy formation focuses on evaluating the need for prevention programs, the use of professional personnel, health care costs, and the role of community psychologists in alleviating bereavement. (MCF)

ED 253 864 CS 007 945

Bohning, Gerry; Read, Donna

Selected Symposium Summaries, Annual Conference of the Florida Reading Association (21st, Hollywood, Florida, October 1983).

Florida Educational Research and Development Council, Inc., Sanibel.

PUB DATE- 84
NOTE- 56p.; Selected summaries of the Florida Research in Reading Symposium proceedings.
AVAILABLE FROM- Florida Educational Research and Development Council, P.O. Box 506, Sanibel, FL 33957 ($3.00; quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Cerebral Dominance; Computer Assisted Instruction; *Curriculum Development; Elementary Secondary Education; Higher Education; *Instructional Improvement; Policy Formation; *Reading Comprehension; *Reading Instruction; *Reading Research; Teacher Effectiveness
IDENTIFIERS- Emergent Reading Levels; Florida; *Theory Practice Relationship

The eight papers summarized in this collection were drawn from a 1983 conference symposium designed to expand and disseminate increased understanding about reading and its instruction. The selected papers, each of which includes an abstract, discuss the following topics: (1) the determination of Florida's kindergarten reading curricula, (2) classroom implications of grapho-syntactic research for improving reading comprehension; (3) emergent reading levels, (4) a computer-assisted reading comprehension experiment, (5) improving reading instruction in fourth and fifth grades, (6) the relationship of psychological type with reading comprehension in college students, (7) what research says to the reading teacher about left brain/right brain modality preference, and (8) the quantity of time classroom teachers are using for reading instruction in Florida schools. (HTH)

ED 253 921 EA 017 407

Wynne, Edward A.; McPherson, R. Bruce

Good Principals in Public and Church-Related Schools: A Study in Socialization.

PUB DATE- Apr 83
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Discipline; Educational Environment; Elementary Secondary Education; Ethical Instruction; *Leadership Qualities; *Principals; Research Methodology; *School Effectiveness; School Role; *Socialization; Traditionalism

Using a research approach founded on explicit normative assumptions about the social goals of education, and proceeding from the hypothesis that lifelong socialization largely determines an administrator's capability, this paper analyzes the experiences of one "good" principal. Following an initial discussion of educators' attitudes toward fostering social and moral values, the study's theoretical framework is outlined: a central theorem that defines schools as places where adults work together to socialize children for adulthood, and seven corollaries--qualitative criteria of "school goodness." Succeeding passages present an argument defending social continuity and examine conditions and opinions opposing and favoring deliberate socialization in schools. Next, the study's objectives, data sources, and data collection and analysis methods are reviewed. The balance of the paper consists of a case study of a Chicago public school principal. An autobiographical sketch recounts the subject's experiences in elementary school through college, in the army, in graduate school, as a teacher, and as a principal. A statistical and anecdotal description of the high school this principal directs follows. The paper concludes by discussing related literature, the significance of the subject's experiences, and the study's implications for future research and practice. References are included. (MCG)

ED 253 995 EC 171 704

Majsterek, David J.
Learning Disabilities: A Practitioner's Scriptal Accommodation of More Recent Trends.
PUB DATE- 83
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attention Deficit Disorders; Definitions; Elementary Secondary Education; Family Influence; Hyperactivity; *Learning Disabilities; *Reading Comprehension; *Reading Processes; Teaching Methods; *Theories

Intended for teachers of students with learning disabilities, the paper reviews recent trends in research. The importance and the difficulty of keeping up with new developments in the field are noted. Research and theoretical considerations are presented for the following topic areas: definition and identification difficulties (including, subjective variance in interpretation), reading (including, acquisition processes, comprehension theories), psychology and artificial intelligence (including, theories of scripts as the organism's information storage systems, J. Piaget's developmental perspectives), special education (including history of services to learning disabled (LD) students), language acquisition, classroom instruction, attention deficits, home factors (e.g., effects of the child's environment that contribute to the LD condition), hyperactivity (e.g., environmental factors). Applications of the theoretical orientations are examined for reading processes, attention and comprehension, and teaching and the comprehending process. A seven-page reference list is included. (CL)

ED 253 664 CE 040 600

A Design for Learning for Adults with Learning Disabilities. Discussion Paper 01/84.

British Columbia Dept. of Education, Victoria.

REPORT NO.- ISBN-0-7726-0217-4
PUB DATE- Dec 84
NOTE- 39p.; Prepared by the Advisory Committee on Educational Opportunities for Adults with Learning Disabilities.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Adult Education; *Adult Learning; Adult Programs; Advisory Committees; Coordination; Educational Attitudes; Educational Cooperation; *Educational Needs; *Educational Policy; Educational Responsibility; Financial Support; Foreign Countries; *Instructional Design; *Learning Disabilities; Needs Assessment; Policy Formation; Postsecondary Education; Publicity; School Community Relationship; Services; Staff Development; Teacher Education
IDENTIFIERS- *British Columbia

An advisory committee was formed to examine the extent of the need for services for adults with learning disabilities in British Columbia, the ways in which these needs might effectively be met, and methods for increasing public awareness of adults with learning disabilities. It was determined that about 15 percent of the adult population of the province have some type of learning disability. A program of action to meet the education and training needs of these individuals was formulated. The plan included recommendations for funding voluntary associations for children and adults with learning disabilities; for organizing and funding a training and development program in adult learning disabilities for policymakers, administrators, counselors, and instructors; for providing comprehensive educational services for all adults with learning disabilities by colleges and universities in the regions in which they reside; for establishing a system for the interinstitutional coordination of services of adults with learning disabilities; for providing specialized assessment, diagnostic, and prescriptive services for learning-disabled adults; and for allocating the necessary funds to ensure the development and delivery of such services. (Appendixes to this report include a list of definitions of disabled and a discussion of learning disabilities among adults.) (MN)

1983-84 Evaluation Report of Vocational and Technical Education in South Carolina.

South Carolina State Advisory Council on Vocational and Technical Education, Columbia.

PUB DATE- Jan 85
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; Educational Legislation; *Enrollment; *Expenditures; *Federal Aid; Program Effectiveness; *Program Evaluation; Program Improvement; *State Legislation; State Programs; Statewide Planning; Technical Education; *Vocational Education
IDENTIFIERS- *South Carolina

This evaluation report contains a series of articles on vocational and technical education encompassing the 1983-84 school year. The articles, collectively, are intended to give an overall picture of vocational and technical education programs in South Carolina. The lead article on technical education strongly urges several changes to bring about improvements in the technical education delivery system. An analysis is provided of the results of the evaluation of local programs conducted during the year by the State Office of Vocational Education. An article on vocational education enrollments and another on technical education report that secondary-level vocational education enrollments were essentially the same as in the previous year, while technical education experienced a decline in enrollments. The next article details 1983-84 expenditures of Federal funds for vocational education. With full awareness of the importance of the Education Improvement Act of 1984 (EIA), the State Advisory Council on Vocational and Technical Education offers some reactions to several features of the EIA as they specifically affect vocational education. Another brief article also reflects the EIA as the Council projects major Council concerns and activities for 1984-85. Recommendations to the State Board of Education and to the State Board for Technical and Comprehensive Education are provided as are the responses by the two boards to the Council's recommendations of the previous Evaluation Report. Appendixes list current and former Advisory Council members. (YLB)

ED 253 760 CE 040 812

Little, Ralph
Metals Cluster Brief. Vocational Education in Oregon.
Oregon State Dept. of Education, Salem.

PUB DATE- Nov 84
NOTE- 10p.; For related documents, see CE 040 810-820.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; *Course Content; Course Organization; *Criteria; Curriculum Development; *Educational Objectives; Educational Planning; Metal Industry; *Metals; Metal Working; Occupational Clusters; Program Descriptions; *Program Development; Program Improvement; Secondary Education; State Curriculum Guides; State Programs; *Statewide Planning; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Oregon

This guide sets forth minimum approval criteria for metals occupational clusters training programs in Oregon. The information in the guide is intended for use by district-level curriculum planners, teachers, regional coordinators, or state education department staff involved with new program development or revisions of existing programs. The guide outlines the instructional content of metals trades programs (such as welder, machinist, auto body repairer) in terms of program descriptions, areas for training, program goals, course/content goals, and sample performance objectives. Course goals are listed under such headings as safety, communication, mathematics, science, cutting, finishing, human relations, and career guidance. Course titles and descriptions are also included. A section on organizational options is designed to illustrate a few of the many ways to deliver the minimum instructional content required for an approved vocational cluster program. Content is illustrated by course titles for the instructional levels to recognize that students from different grades may enroll in one or more levels of a program. (KC)

ED 253 789 CG 017 992

Sedlak, Andrea J.
Violence between Intimate Partners: Calling It "Battering" and Allocating Blame.
PUB DATE- 7 Aug 84
NOTE- 41p.; Paper presented at the Annual National Conference for Family Violence Researchers (2nd, Durham, NH, August 7, 1984). Portions of this document are replicated in CG 017 956.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Measures; Attribution Theory; Battered Women; College Students; Empathy; *Family Violence; Higher Education; *Interpersonal Relationship; Labeling (of Persons)
IDENTIFIERS- *Blame; Intimacy

Many questions about how couples construe violence between intimate partners remain unanswered. In order to examine the "labeling" of violence, attitudes about intimate violence, and victims' reactions to assault, 125 undergraduate students completed a three-part questionnaire, including a Battering Empathy Scale (BES), a section assessing the respondent's personal history as victim or abuser, and evaluation, perception, and attribution questions concerning a hypothetical scenario involving intimate partner violence. Analysis of respondents' labeling of intimate violence showed that most respondents (victims, abusers, or both) were unwilling to apply the label to themselves; those who have suffered more serious physical injury were more willing to use the label battering; and the use of force (and its consequences) affected respondents' labeling in the scenario. BES responses showed that those who were both victims and abusers had lower victim empathy than others (victims, abusers, neither). The degree of resistance offered by the victim in the violence scenario affected respondents' identification with the victim, assignments of responsibility to the victim, perceptions of the victim's control, and attributions about the abuser's intelligence and motivation. (The Battering Empathy Scale and numerous data tables are included). (BH)

ED 253 849 CS 007 923

Gamoran, Adam
The Institutionalization of Educational Stratification.
PUB DATE- Aug 84
NOTE- 33p.; Paper presented at the Annual Meeting of the American Sociological Association (San Antonio, TX, August 26-30, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Organization; *Educational Research; *Grouping (Instructional Purposes); Primary Education; *Reading Achievement; *Reading Instruction; School Role; *Student Placement; Teacher Role
IDENTIFIERS- *Reading Groups

Because the stratified levels in schools and school systems bear widely accepted symbolic statuses, a student's position in the hierarchy may influence the pattern of his or her educational career independently of scholastic achievement. A study was conducted to investigate the simultaneous effects of the rank of students' reading groups in first grade and their first grade achievement on their assignment to reading groups at the beginning of second grade. The twelve first grade classrooms analyzed in the study came from six schools in three Chicago-area school districts. During the 1981-82 school year, researchers gathered information on first grade organization, instruction, and learning. Follow-up data were gathered during the next school year. Data analysis revealed two patterns: one in which a student's reading group level in second grade depended on his or her first grade position, and the other in which achievement appeared to be the criterion for placement. Examination of the composition of first and second grade reading groups, however, revealed that in both cases, teachers had attempted to reduce the heterogeneity of low and middle reading groups between first and second grade. (FL)

ED 253 879 CS 208 782

Dvorak, Jack

Journalism's Role in the Secondary School Language Arts Curriculum in the Context of the Educational Reform Movement.

PUB DATE- Jan 85
NOTE- 40p.; Paper presented at the Mid-Winter Meeting of the Secondary Education Division of the Association for Education in Journalism and Mass Communication (Indianapolis, IN, January 11-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Improvement; *English Curriculum; Integrated Activities; *Journalism Education; *Language Arts; Secondary Education; *Writing Instruction

Through a review of literature, this paper notes that journalism has been fulfilling several elements considered crucial in the language arts program for many years, more richly and more understandably for students than many traditional English composition courses and other writing classes. In view of this, and in light of the many educational reform commissions' directives, a one- or two-semester journalism course should be considered a worthy writing course in either the college bound or the general curriculum. The paper then examines several concerns raised by the commissions about language arts, writing's role in learning, writing competencies fulfilled in journalism courses, research related to journalistic writing, problems with English education, programs for English educators, and the reform movement and nonwriting journalistic competencies. In conclusion, the paper recommends that the credibility of journalism as a vital part of the language arts curriculum needs to be studied and that evidence supporting that part needs to be widely disseminated; that high school journalism classes need to attract and keep good teachers; and that press associations on all levels need to become active in disseminating research and concerns of journalism educators to influential groups and decision makers. (FL)

ED 253 935 EA 017 510

Hansen, Kenneth H.
Megatrends in American Society: Policy Issues for State Education Agencies. An Issues Analysis Paper. Discussion Draft.
Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.
SPONS. AGENCY- Chief State School Officers of the Northwest and Pacific.
PUB DATE- Jun 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cost Effectiveness; Educational Innovation; *Educational Policy; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Politics of Education; Retrenchment; *State Departments of Education; State School District Relationship; Technical Assistance; *Trend Analysis
IDENTIFIERS- *Megatrends; Naisbitt (John); United States (Northwest)

This paper attempts to match identified large-scale social trends (derived from the popular book "Megatrends" by John Naisbitt) to possible state education agency (SEA) policy positions. The first part of the analysis explores possible implications of these "megatrends" for SEA policy development. The trends discussed show America moving: (1) from an industrial society to an information society; (2) from "force technology" to "high tech/high touch" society; (3) from a national economy to regional economies, with strong global overtones; (4) from a centralized to a decentralized society; (5) from a representative democracy to a participatory democracy; (6) from a hierarchical to a network society; and (7) from an "either-or" to a "multiple options" society. The second part of the analysis considers whether the educational policies that these megatrends might suggest are feasible in a time of limited or declining resources. Possible responses by SEAs that account for declining resources and are also in keeping with these megatrends include limits on regulation and reporting, decentralization of authority, expanded technical assistance, promotion of best practices, and expanded use of electronic communication networks. (TE)

ED 253 949 EA 017 530

Duffy, Francis M.
Diagnostic Conferencing in Supervision.
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Elementary Secondary Education; *Instructional Development; Professional Development; *Psychological Needs; Teacher Administrator Relationship; *Teacher Effectiveness; Teacher Evaluation; *Teacher Supervision; Teaching Skills
IDENTIFIERS- Diagnostic Conference Approach; *Diagnostic Supervision

The strategy of diagnostic supervision, and the diagnostic conference, are outlined in this paper. Diagnostic supervision involves the supervisor and teachers in a process of recognizing needs, stating problems, and agreeing on objectives for the teachers' instructional improvement. The diagnostic conference, one tool used within the process, helps the supervisor diagnose the needs, interests, and abilities of teachers in relation to the needs of the school district. The Diagnostic Conference Planning Questionnaire (DCPQ) is a planning instrument using two lists--one concerning the role expectations for teachers, the other concerning job-related psychological needs of teachers. The teachers select the items of interest to them; the supervisor then meets with each teacher to discuss these selections. In the diagnostic conference the teacher is invited to share leadership so that it is jointly conducted. During the conference the needs of the teacher are identified, confirmed, and restated as problems to be solved. Objectives are agreed upon for problem solution and the strategies for reaching the objectives are selected and designed. This process is an ongoing dialogue between supervisor and teacher that is maintained for more than one conference period. The paper includes five recommendations for managing the process, a copy of the DCPQ, and a short reference list. (MD)

ED 253 963 EA 017 545

Lines, Patricia
Compulsory Education Laws and Their Impact on Public and Private Education.
Education Commission of the States, Denver, Colo. Law and Education Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- LEC-84-11
PUB DATE- 85
NOTE- 81p.
GRANT- NIE-G-83-0007; NIE-G-83-0021
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Compulsory Education; Court Litigation; Educational Change; Elementary Secondary Education; *Government School Relationship; Home Schooling; Politics of Education; Private Education; Public Education; *School Attendance Legislation; *School Law; *School Policy; State Legislation; State Standards; Tables (Data)

This paper, the third in a series, explores some of the implications of compulsory education for public schools, private schools, and home instruction. Based on prior studies and on interviews with 120 education leaders in 15 states, the paper reviews compulsory education policies throughout the nation. It concludes with a recommendation that compulsory education requirements be kept at a minimum and that reforms be achieved through a public education program that is so enticing that students will want to take advantage of it. After a brief introduction, a series of tables compares compulsory education laws and policies in the 50 states, the District of Columbia, and the trust territories. Thereafter, compulsory education laws are discussed in relation to public and private schools, respectively. Another set of tables illustrates state regulation of private schools throughout the nation, followed by a brief survey of court challenges. The third section discusses compulsory education laws in relation to home instruction, and likewise presents comparative tables for the states and territories, along with a survey of litigation. Remaining sections discuss political considerations, examples of revised compulsory education in selected states, and conclusions. Suggested legislation based on this review is presented in the appendix. References and selected court cases are listed. (TE)

ED 253 978 EC 171 387

Center, D. B.; Obringer, S. J.
Variables Affecting Productivity in Special Education Researchers.
PUB DATE- Nov 84
NOTE- 16p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Disabilities; *Educational Researchers; Higher Education; Productivity; Publications; *Special Education
IDENTIFIERS- *Faculty Publishing

The study presents the results of a survey of 100 special education researchers on variables that might affect research and publication productivity. The Ss were divided into three groups: low producers, intermediate producers, and high producers. The data were analyzed using the Kruskall-Wallis one-way analysis of ranks and the Chi-square test. Statistically significant results were obtained for five variables: teaching load, participation in research during graduate training, sources of support for research, availability of graduate assistants, and attitude toward research. The results are discussed and suggestions offered on how Colleges of Education might increase the productivity of their faculties. These suggestions include making attempts to reduce teaching load and provide graduate assistants. (Author/CL)

ED 254 011 EC 171 720

Project P.A.V.E.--Parents as Volunteers in Education. Training Manual.

Northern Kentucky Univ., Highland Heights.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 84
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; Elementary Secondary Education; *Parent Education; *Volunteers; Workshops
IDENTIFIERS- *Parents as Volunteers in Education

The manual describes the content and format of Project PAVE (Parents as Volunteers in Education), an effort to train parent volunteers to assist in the education of handicapped students in the least restrictive environment. The manual presents a training outline with each step specified: objective, elapsed time, materials, equipment, personnel, and evaluation. An agenda of content, activities, and assignments is outlined, along with descriptions of post-training activities. The following components are addressed: first aid, characteristics of learning and behavior disorders, sensorimotor characteristics, test administration, teaching strategies, hehavior management, instructional materials, use of audiovisual equipment, field experience, receiving principals and teachers, and wrap up and evaluation. Appended materials include sample letters, program evaluation records, and field experience forms. (CL)

ED 254 027 EC 171 736

Edgar, Eugene; Maddox, Mary
Single Portal Intake Project. Final Report 1980-1983.
Washington Univ., Seattle.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 83
NOTE- 18p.
GRANT- G008002226
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Coordination; *Delivery Systems; *Disabilities; Elementary Secondary Education; Federal Programs; *Models; School Districts; State Programs; Transitional Programs

A project is described to develop a model system by which local education agencies (LEAs) can form successful working relationships with other human service providers to better serve special education students. The models (both process and content) designate LEAs as the central access point to the service continuum. The project's efforts to devise procedures for interagency collaboration focused on strategies ("recipes") for specific problems. Strategies took the form of ecological experiments to determine which systems components affect the child and family. Accomplishments included development of a process to analyze federal, state, and local programs (such as P.L. 94-142, the Education for All Handicapped Children Act; Head Start; Medicaid; and Maternal and Child Health) and implementation of a Delphi needs assessment polling 80 special education directors and midmanagement personnel to determine major issues affecting the delivery of special education and related services. A process model for identifying specific problems and solutions at the service delivery level was used to develop seven content models: (1) the Early Childhood Interagency Transition Model; (2) the Adult Transition Model: Planning for Postschool Services; (3) the Early and Periodic Screening, Diagnosis and Treatment Model; (4) the Mental Health/LEA Collaborative Model; (5) Concurrent Services Model; (6) the Special Education/Vocational Education Model; and (7) Juvenile Corrections Transitional Model. (CL)

ED 254 041 EC 172 001

Wildauer, Cheryl A.

Identification and Nurturance of the Intellectually Gifted Young Child within the Regular Classroom and Case Histories.

PUB DATE- May 84
NOTE- 178p.; Exit Project, Indiana University, South Bend.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Case Studies; Classroom Observation Techniques; Elementary Education; Gifted; Informal Assessment; Intervention; Primary Education; *Talent Identification; *Teacher Role; Teaching Methods

The document examines three case studies of intellectually gifted young children and explores competencies for accurately identifying and nurturing the young gifted child in the regular classroom. An introductory section reviews child development principles, notes characteristics of physical development in gifted children, and considers behaviors of the young gifted child in other domains. Identification research focuses on procedures and measures of such functioning areas as creativity and adaptive behavior. Research on nurturance touches upon characteristics of the differentiated curriculum and aspects of the social-emotional environment. Three in-depth case studies--of a kindergartner, second grader, and fourth grader--are presented separately, each with background and assessment data (physical, environmental, educational, and basic skills), a summary and evaluation of the delivery services for the intellectually gifted at each subject's school, and recommendations for further nurturance at home and at school. A four-page bibliography is included. (CL)

ED 253 652 CE 040 536

Orr, Beverly T.; And Others
Progress Report on Increasing Child Restraint Usage through Local Education and Distribution Efforts.
North Carolina Univ., Chapel Hill. Highway Safety Research Center.
SPONS. AGENCY- North Carolina Governor's Office, Raleigh.
PUB DATE- Oct 84
NOTE- 82p.
AVAILABLE FROM- University of North Carolina Highway Safety Research Center, CTP, 197A, Chapel Hill, NC 27514.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Advocacy; Data Collection; *Information Dissemination; Information Networks; Instructional Materials; Material Development; Outreach Programs; *Parent Education; Postsecondary Education; Program Effectiveness; Publicity; Public Relations; *Safety Education; *Safety Equipment; State Legislation; Statewide Planning; Technical Assistance; Traffic Accidents; *Traffic Safety; Training
IDENTIFIERS- *Child Restraints (Vehicle Safety); Impact Studies; North Carolina

A project was undertaken to counteract low auto restraint usage rates for children in North Carolina through a comprehensive program with emphasis in the areas of educational activities, establishment of child restraint loan and rental programs across the State, development of educational materials and public awareness activities, and monitoring of North Carolina traffic accident data to evaluate the effectiveness of the State's child restraint law. Included among the major accomplishments of the project during the current grant year period were the following: dissemination of information through over 200 educational presentations by a network of professional and volunteer child safety advocates to over 10,000 children, parents, and members of the health community; establishment of 16 new child safety seat loan and rental programs, bringing the State total of such programs to 125; provision of training and materials to interested groups upon request; development of public service announcements and news releases to increase public awareness of the State's child restraint law; development, revision, and updating of educational materials to be supplied free of charge to child passenger safety advocates; and evaluation of the effectiveness of the State's child restraint law. Plans for the next year of the project include efforts to broaden the network of advocates working in the area of increasing the use of child auto safety restraints and plans to provide information regarding the effectiveness of the North Carolina child restraint law to State legislators and advocates. (MN)

ED 253 677 CE 040 628

South Carolina FY 1983 Accountability Report for Vocational-Technical Education.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- Jul 84
NOTE- 154p.; Not available in paper copy due to colored ink.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Accountability; Adult Vocational Education; Annual Reports; *Educational Finance; *Educational Objectives; *Educational Planning; Expenditures; Federal Aid; Master Plans; Postsecondary Education; Program Evaluation; Secondary Education; State Aid; *Statewide Planning; Use Studies; *Vocational Education
IDENTIFIERS- *South Carolina

This report shows fiscal year (FY) 1983 actual achievements in relation to goals, objectives, and proposed utilization of funds, as contained in the "FY 1983 South Carolina State Plan for Vocational-Technical Education." An introduction is followed by an overview of vocational-technical education in South Carolina. Section III presents financial data on expenditure of Federal and state/local funds. Section IV on achievement of goals to meet employment needs addresses enrollment goals, supply and demand, student placement, and employer followup. Section V shows the program goals, achievements, and utilization of funds for state and local administration, basic grant programs, program improvement/support services, special programs for the disadvantaged, consumer and homemaking, and setasides for the disadvantaged. Section VI summarizes vocational education program evaluations and shows percentages of programs in compliance with program standards. Section VII is a list of program improvements planned as a result of the evaluation report. Sections VIII and IX are responses by the State Board of Education and the State Board for Technical and Comprehensive Education to recommendations made by the South Carolina Advisory Council on Vocational and Technical Education. Sections X and XI comment on participation of local advisory councils and results of program coordination. (YLB)

ED 253 704 CE 040 684

Richardson, William B.; Nieminen, Jerrold A.
A System for Conducting Vocational Follow-up Studies.
Indiana Univ., Bloomington. Vocational Education Services.
SPONS. AGENCY- Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE- 85
NOTE- 32p.
AVAILABLE FROM- Vocational Education Services, 840 State Road 46 Bypass, Room 110, Indiana University, Bloomington, IN 47405.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Planning; Employer Attitudes; *Followup Studies; Graduate Surveys; *Guidelines; *Models; Outcomes of Education; *Program Development; Program Implementation; Secondary Education; Statewide Planning; *Vocational Followup
IDENTIFIERS- Indiana

The importance of conducting vocational follow-up studies increases as interest in employment-related education and training programs spreads. Expanding student enrollment and increased Federal and state support have prompted educators to develop models that determine the effectiveness of training programs. This monograph briefly introduces and outlines the basic elements contained in successful follow-up systems. It is organized in four sections. The first section provides general information about follow-up studies, while the second addresses the procedures and processes necessary to conduct former student follow-up studies. The third section examines the growing emphasis on and processes for conducting employer follow-up studies, and the last section covers the use of follow-up data. (KC)

ED 253 733 CE 040 730

Weis, Susan F.; O'Brien, Kay S.

Home Entrepreneurship: The Development of Instructional Materials in the Operation of a Small Business from the Home. Final Report.

Pennsylvania State Univ., University Park.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.
PUB DATE- Jun 83
NOTE- 58p.; For a related document, see CE 040 731.
CONTRACT- 94-2022
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *Business Administration; *Entrepreneurship; Independent Study; *Instructional Materials; Literature Reviews; Material Development; *Occupational Home Economics; Secondary Education; *Small Businesses
IDENTIFIERS- *Home Based Employment; *Self Employment

The three chapters of this final report present material from a project to develop individualized instructional materials on operating a small business from the home for home economics related occupations. Chapter 1 includes a review of literature appropriate to the project and provides definitions from the literature (and from interviews) for these terms: entrepreneurship, small business, self-employment, home-based business, and home-based entrepreneurship. The chapter also identifies, from the literature, the contemporary elements that encourage and discourage home-based self-employment. Future issues and prospects for small home-based businesses are identified as well. Chapter 2 discusses home economics occupations that can be developed as small businesses to be operated from within the home. Brief descriptions are provided of the 10 home-based entrepreneurs in occupations related to home economics in central Pennsylvania who were approached to assist with the project. Chapter 3 reviews instructional materials currently available on the topic of home economics entrepreneurship. Appendixes consist of materials relating to the 10 home-based entrepreneurs who were interviewed for the project; i.e.: sample letter, interview schedule, and summary of interviews. (YLB)

ED 253 746 CE 040 759

Reauthorization of the Older Americans Act, 1984 Part 2. Joint Hearing before the Subcommittee on Aging of the Committee on Labor and Human Resources and the Special Committee on Aging, United States Senate, Ninety-Eighth Congress, Second Session on Examination of Remaining Concerns of the 1984 Reauthorization of the Older Americans Act.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.; Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- S-Hrg-98-945-Pt-2
PUB DATE- 20 Mar 84
NOTE- 160p.; For part 1, see CE 040 758. Document contains small type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrator Attitudes; *Adult Education; Advocacy; *Aging (Individuals); Community Services; *Delivery Systems; Educational Needs; Employment Services; Federal Aid; *Federal Legislation; Financial Needs; Financial Support; Futures (of Society); Hearings; Individual Needs; Needs Assessment; *Older Adults; Policy Formation; *Program Effectiveness; Public Policy
IDENTIFIERS- Congress 98th; *Older Americans Act 1965; Reauthorization Legislation

This Congressional report contains testimony given during the last of six days of hearings pertaining to reauthorization of the Older Americans Act of 1965. The focus of the day's hearings was on the insights of various administrators, advocates, and academics concerning the past, present, and future of the delivery of services to older adults under the auspices of programs authorized and funded by the Older Americans Act. Included among those persons providing testimony at the hearing were representatives of the following agencies and organizations: the American Health Care Association, the Aging Services Division of the North Dakota Department of Human Services, the Leadership Council on Aging Organizations, the Elvirita Lewis Foundation, the Otoe-Missouria Tribe, the National Association of Regional Councils, the Office of Human Development of the Department of Health and Human Services, the National Commission on Libraries and Information Science, and the National Association of Counties. (MN)

ED 253 819 CG 018 022

Suicide among School Age Youth.
New York State Education Dept., Albany.
PUB DATE- Dec 84
NOTE- 41p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; Check Lists; *Children; Elementary Secondary Education; *Identification; *Intervention; *Prevention; *Suicide
IDENTIFIERS- *New York

This pamphlet is designed to assist school personnel in dealing with youth suicide by providing information, and prevention, intervention, and postvention activities. The foreword briefly covers problems facing adolescents that may lead to suicide, and mentions the after effects on the family, school, and community. A message from New York Lieutenant Governor Del Bello is included, in which he urges the formation of a federal commission to investigate causes and prevention of youth suicide. Estimates of the incidence of suicide are given, as well as specific reasons for the increase in suicides. Characteristics of the at-risk population are listed, and prevention, intervention, and postvention activities are briefly discussed. A quick reference guide and summary for identification and action includes a Risk Assessment Checklist, counseling guidelines, and a list of important facts and fables about suicide. Eleven references are included. Appendices include the names and addresses of Children and Youth Services operated by New York State Psychiatric Centers, New York State Division for Youth Field Representatives, New York State Mental Hygiene Commissions and County Mental Health Directors, New York State Poison Control Centers, and New York City Suicide Prevention Hotline numbers. (BH)

ED 253 894 CS 504 830

Kipper, Philip

The Role of Humor in the Television News Narrative.

PUB DATE- Feb 85

NOTE- 28p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Audiences; Cognitive Processes; Content Analysis; *Humor; Mass Media Effects; *Media Research; *News Media; *News Reporting; *Programing (Broadcast); Television Viewing

IDENTIFIERS- *Audience Response; Context Effect; *Television News

Five one-hour broadcasts of KPIX Eyewitness News (San Francisco) were analyzed to provide examples of a signification process and to understand both how humorous instances arise in the newscast and their likely meaning for the viewer. One general finding was that the amount of humor or attempted humor is quite small. Banter between anchorpersons, weather, and sports reporters occupied fewer than 60 seconds of each broadcast. All five episodes contained 12 autonomous segments that were separated from one another by commercial breaks or clearly identified changes in subject. Of the 39 instances of humor noted in the five broadcasts, (1) three appeared in the first half-hour of the program, that is, in the first three news segments; (2) four appeared in the segment of short news items following sports; (3) eleven were associated with the weather report; and (4) eight appeared in the segment of short items following the human interest feature. Of the humorous instances that appeared in the first three news segments, only one involved direct comment by an anchorperson; the other two were contained in the content of the news reports. These observations indicate that, by drawing a clear separation between levity and news content, humor serves as a boundary ritual, thereby creating a meaning context that is likely to reduce or minimize the significance of more serious content. Humor signals the viewers to switch from an informational paradigm to an entertainment paradigm. The presence of humor as an integral part of the news broadcast indicates a shift in the framework in which information is most likely to be understood and interpreted by the audience. (HTH)

ED 253 908 CS 504 848

Smith, Glenn
Speech and Theatre Education at Central College.
PUB DATE- Oct 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Historical Materials (060)
DESCRIPTORS- *Church Related Colleges; *Educational History; Higher Education; *Speech Communication; Speech Curriculum; *Speech Instruction
IDENTIFIERS- Baptists; Central Baptist College AR

Speech education in Arkansas's institutions of higher learning has a long and illustrious history. In 1891, the Arkansas Baptist Association opened Central College for women to students ranging from first grade through college. The curriculum was departmentalized into preparatory, high school, and collegiate levels with a shared faculty for all departments. The college department was a four-year program authorized to award the bachelor's degrees of arts and science. The first faculty consisted of eight teachers, including two sisters who taught elocution. In the 1920s, the title of elocution was changed to expression, reflecting the national scene with the development of speech departments after 1914, and the birth of the National Association of Academic Teachers of Public Speaking. Another change was the initiation of the Bachelor of Oratory degree, the only one of its type in Arkansas. The most important change, however, came in 1922, when Central College was designated a junior college. Thereafter, until the school was closed in 1948, the Associate of Arts degree in oratory, or art, was presented to the students. The pedagogical approach to elocution/expression/speech throughout the years from 1892 to 1948 was to treat it as a cocurricular activity. The Central College speech faculty played an important role as leaders of their discipline in the community and at the state level, but their most important influence is very likely the personal and professional encouragement they gave to their students. In 1948 the Arkansas Baptist Association decided to change Central College to a coeducational institution and move the campus to Little Rock. The college was unable to survive the move and was closed permanently in 1950, ending a tradition of nearly 60 years of speech and theatre education. (HTH)

ED 253 922 EA 017 477

Notodihardjo, Hardjono; Sanyal, Bikas C.
Higher Education and the Labour Market in the Java Region, Indonesia.
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.
REPORT NO.- IIEP-RR-49
PUB DATE- 83
NOTE- 101p.; Questionnaires contain broken type and may not reproduce well.
AVAILABLE FROM- Publication Sales, International Institute for Educational Planning, 7-9 rue Eugene-Delacroix, 75116 Paris, France (Order No. C.61; 10.00 francs).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Choice; *Education Work Relationship; Foreign Countries; *Higher Education; Job Search Methods; *Labor Force Development; Occupational Surveys; Personnel Selection; Recruitment; *Relevance (Education); School Surveys; Socioeconomic Background; Student Educational Objectives; Work Attitudes; Work Environment
IDENTIFIERS- *Indonesia (Java); Rural Nonfarm Employment

Based on a survey of college students, graduates, and employers throughout Java, this report examines (1) reasons for pursuing higher education, channels of career information, frequency of and reasons for students changing majors, and the performance of the higher education system; (2) occupational expectations and their determinants; (3) methods of obtaining employment and their effectiveness; (4) the correspondence between education and work, and potential means to improve it; and (5) possible incentives to encourage graduates to work in rural areas. Chapter I and II of the report discuss, respectively, the state of knowledge concerning the relationship between education and employment, and basic concepts guiding this study. Objectives of the study are stated in chapter III, and chapters IV and V discuss methodology used and characteristics of the three samples. The next three chapters analyze students', graduates', and employers' survey responses. Finally, chapter IX offers seven statements summarizing the survey findings and three broad policy recommendations. Appendixes present the three questionnaires used, and tabulated responses. A bibliography is included. (MCG)

ED 253 996 EC 171 705

Guay, Roland B.; Andres, Donald L.

Comparison of Sensorimotor Learning of Mentally Retarded and Normal Adolescents.

PUB DATE- Aug 84
NOTE- 13p.; Paper presented at the Annual Meeting of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Job Skills; *Learning Processes; *Mild Mental Retardation; *Moderate Mental Retardation; Motor Development; *Perceptual Motor Learning; *Time Factors (Learning)

Mildly mentally retarded (N=36), moderately mentally retarded (N=39), and normal (N=37) adolescents were compared on measures of sensorimotor learning ability to determine whether retarded adolescents can learn to perform a vocationally meaningful task as efficiently as normal adolescents. Three measures of sensorimotor learning ability were computed for each S: (1) inferred initial performance, (2) sensorimotor learning rate, and (3) predicted training time. Data were collected on the Salvendy One-Hole Test, a peg positioning task. Results indicated that mentally retarded and normal Ss had different sensorimotor learning abilities on two of three components of the learning curve model of sensorimotor learning ability. Retarded Ss had significantly lower inferred initial performance scores and longer predicted training time than normal Ss. However, retarded Ss were not found to have a different sensorimotor learning rate, suggesting that they may be able to learn a predominantly sensorimotor job (one relatively free of cognitive elements) as rapidly as normal Ss. (CL)

ED 253 719 CE 040 711

McGregor, Linda, Ed.; Quickenden, Sandy Ed.
Montana Proficiency Events Handbook. FH HERO: Future Homemakers of America toward New Horizons.
Montana State Univ., Bozeman.
SPONS. AGENCY- Montana State Dept. of Public Instruction, Helena.
PUB DATE- 84
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Competition; Evaluation Criteria; Extracurricular Activities; Food Service; Guidelines; Home Economics; *Home Economics Skills; Leaders Guides; *Occupational Home Economics; Parliamentary Procedures; Public Speaking; Secondary Education; *Specifications; Speeches; Student Participation; *Student Projects; Textiles Instruction; Yearbooks
IDENTIFIERS- *Future Homemakers of America; *Home Economics Related Occupations; Montana

This handbook contains directions for FHA/HERO (Future Homemakers of America/Home Economics Related Occupations) participation activities in Montana. Participation activities are local, state, and national level competitions involving students in vocational home economics programs. The handbook provides a general overview of participation activities and rules, and then provides specific rules for each of the nine individual events and three chapter competitions in which students can participate. Individual events include busboy/busgirl, waiter/waitress, and pantry/cold sandwich showcase in the food service section; fabric sales and selection in the clothing services section; child development/story telling and prepared child care display in the child care services section; and prepared speech, illustrated talk, and job application in the general section. Chapter activities include a scrapbook, chapter display, and parliamentary procedures demonstration. Complete rules, along with judges' rating sheets are given for each event. Application forms for individuals and team events are also included in the handbook. (KC)

ED 253 790 CG 017 993

Barkley, William M.; Percy, Richard L.

Accreditation Status, Credit Hours and Enrollments in Master's Degree Programs in Counseling, 1975-1982.

PUB DATE- Mar 84
NOTE- 50p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (Houston, TX, March 18-21, 1984). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); *Counselor Training; *Credit Courses; *Enrollment Influences; Enrollment Trends; Higher Education; Masters Degrees; Required Courses; Trend Analysis

Enrollments in counselor education programs have been declining in recent years. In order to examine the effect on declining enrollments of the recent trends toward professionalism for counselors, surveys were mailed to 100 randomly selected counselor education programs and to 10 additional programs randomly selected from programs accredited by the Council for the Accreditation of Counseling and Related Programs (CACREP); usable data were obtained from 92 programs. The number of applications to Master's degree programs by Accreditation Status (Status), whether or not programs had increased their credit hour requirements since 1975 (Change), and years (1975-1982) were examined. Results showed that programs which were either accredited or had applied for accreditation received significantly more applications, and programs that increased their credit hours had significantly fewer applications than those that did not. Partial correlations for 1976-1982 using the number of applications in 1975 and the number of full time faculty equivalents (FTE's) as control variables resulted in no significant correlations for Status or Change with applications even though all zero order correlations had been significant. Trends over years were tested for each level of Status. The results for Accredited/Applied programs approached significance (p=.06). The actual number of credit hours required generated significant zero order correlations with applications, but when FTE's and applications in 1975 were partialed out there were no significant relationships. No relationships were found for new enrollments. (The study questionnaire is included.) (Author/BH)

ED 253 805 CG 018 008

Potter, Penny F.; Graham-Moore, Brian E.
Two Methods for Classifying Jobs into Equal Employment Opportunity Categories. Working Paper 83/84-4-21.
Texas Univ., Austin. Graduate School of Business.
PUB DATE- Aug 84
NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Data Analysis; *Equal Opportunities (Jobs); *Job Analysis
IDENTIFIERS- Adverse Impact; Dictionary of Occupational Titles; *Job Classification; *Position Analysis Questionnaire

Most organizations planning to assess adverse impact or perform a stock analysis for affirmative action planning must correctly classify their jobs into appropriate occupational categories. Two methods of job classification were assessed in a combination archival and field study. Classification results from expert judgment of functional job analyses were compared to statistical profiles of the Position Analysis Questionnaire (PAQ). From the data banks of the PAQ services, 300 cases were randomly selected. In order to obtain the Equal Employment Opportunity (EEO) classification for the selected cases, the jobs were first categorized by industry. Major corporations in each of the industrial areas were selected, and personnel officers of the selected corporations were sent a questionnaire containing the Dictionary of Occupational Titles (DOT) written job descriptions. They were asked to place the jobs into one of the three EEO classifications. A discriminant analysis was performed and statistical results slightly favored the PAQ. The PAQ classification was 72 percent correct compared to 70 percent for functional job analysis. Results strongly support the notion that quantitative job analysis data can be successfully used to classify jobs into their EEO categories. The primary difference in the two systems is in their ability to correctly classify unskilled jobs, where the PAW job dimensions do considerably better than the DOT worker function scales. (JAC)

Archer, Robert P.; And Others
Parent and Child MMPI Responses: Characteristics among Families with Adolescents in Inpatient and Outpatient Setting.
PUB DATE- Mar 85
NOTE- 29p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (31st, Atlanta, GA, March 28-30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Parent Influence; Personality Assessment; *Personality Traits; Psychological Patterns; *Psychopathology; Secondary Education
IDENTIFIERS- *Minnesota Multiphasic Personality Inventory

The relationship of parent personality to child psychopathology has been investigated in numerous studies over the past three decades, using the Minnesota Multiphasic Personality Inventory (MMPI). To investigate response patterns of both parents and offspring, the MMPI responses of 197 families with adolescents entering inpatient or outpatient settings (N=555) were examined. Principal diagnoses for the outpatient sample were personality, academic and cognitive, and conduct and adjustment disorders and for the inpatient sample were dysthymic, personality, and conduct disorders. The results indicated that inpatient parents and adolescents had significantly higher mean scores across a variety of MMPI scales than did their outpatient counterparts. The linear combination of adolescent and maternal MMPI scale data, in a stepwise discriminative function analysis, resulted in accurate classification of 75 percent of all children in inpatient treatment and 74 percent of all children assigned to outpatient treatment. Results of the chi-square analyses indicated that the occurrence of clinical range maternal profiles was significantly related to an increased frequency of marked clinical profiles for both male and female offspring. The findings support the importance of treatment efforts which are responsive to the psychological features of the parents as well as the symptomatology of the adolescent. (LLL)

ED 253 850 CS 007 924

Walker, Barbara J.
Using Guided Fantasy to Teach Reading.
PUB DATE- Apr 84
NOTE- 11p.; Paper presented at the Annual Meeting of the Rupertsland Regional Reading Conference (2nd, Regina, Saskatchewan, April 12-14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Beginning Reading; Elementary Education; *Fantasy; Holistic Approach; *Imagery; *Reading Instruction; Reading Skills; *Sensory Experience; *Teacher Role; Teaching Methods; Vocabulary Development; Writing (Composition)
IDENTIFIERS- *Guided Fantasy

Based on gestalt psychology, guided fantasy is a technique that uses sensory images related to a particular situation to create a subjective understanding of that experience. For the young child, guided fantasy can be a process of creating an inner subjective experience that is subsequently integrated with objective knowledge (language) to produce holistic learning. The method begins with a teacher-directed journey eliciting vivid imagery about an imaginary trip and using vocabulary words which are to be introduced. After the journey is complete, the students share their journey in pairs, verbalizing inner experiences immediately. The children are reminded that words signify the pictures and feelings they had when their eyes were closed. After the immediate sharing of the story, the students write a story that will symbolize the individual experiences each person had. Used as an approach to reading instruction, the fantasy experiences should incorporate target sight vocabulary so that inner journeys can produce a regular and controlled vocabulary. Subsequent fantasy experiences can be constructed to encourage the students to use these same words or other vocabulary words. After the story is recorded, skill development appropriate for each student's level can be created using the language patterns in the story. Starting with a preconceptual experience, fantasy experience allows reading to flow from a dream-like experience into meaningful written communication. A description of the use of a guided fantasy in a classroom is included in the document. (HOD)

ED 253 865 CS 007 985

Anderson, Richard C.; And Others

Becoming a Nation of Readers: The Report of the Commission on Reading.

Illinois Univ., Urbana. Center for the Study of Reading.; National Academy of Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 155p.
CONTRACT- 400-83-0057
AVAILABLE FROM- University of Illinois, Becoming a Nation of Readers, P.O. Box 2774, Station A, Champaign, IL 61820-8774 ($4.50 ea., including postage; overseas orders, add $1.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Elementary Secondary Education; *Literacy; *Literacy Education; Professional Development; *Reading Improvement; *Reading Instruction; *Reading Processes; *Reading Tests; Teacher Education; Teacher Effectiveness

Fulfilling a need for careful and thorough synthesis of an extensive body of findings on reading, this report presents leading experts' interpretations of both current knowledge of reading and the state of the art and practice of teaching reading. The introduction contains two claims: (1) the knowledge is now available to make worthwhile improvements in reading throughout the United States, and (2) if the practices seen in the classrooms of the best teachers in the best schools could be introduced everywhere, improvement in reading would be dramatic. The first chapter of the report stresses reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. The second chapter, on emerging literacy, argues that reading must be seen as part of a child's general language development and not as a discrete skill isolated from listening, speaking, and writing. The third chapter, on extending literacy, stresses that as proficiency develops, reading should not be thought of as a separate subject, but as integral to learning in all content areas. The fourth chapter concerns the teacher and the classroom and notes that an indisputable conclusion of research is that the quality of teaching makes a considerable difference in children's learning. The next two chapters note that standardized reading tests do not measure everything, and that teaching is a complex profession. The last chapter contains seventeen recommendations for conditions likely to produce citizens who would read with high levels of skill and do so frequently with evident satisfaction. In the afterword, Jeanne Chall comments on the history of the report, and three appendixes contain 260 references and notes plus lists of project consultants and the members of the National Academy of Education. (HOD)

ED 253 936 EA 017 511

Hansen, Kenneth H.

The Reform of American Education: Policy Issues for State Education Agencies. An Issues Analysis Paper. Discussion Draft.

Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.

SPONS. AGENCY- Chief State School Officers of the Northwest and Pacific.
PUB DATE- Sep 83
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; College Preparation; *Educational Assessment; *Educational Improvement; *Educational Policy; Elementary Secondary Education; Equal Education; Federal State Relationship; Government School Relationship; Politics of Education; *Reports; School Effectiveness; State Agencies; State Departments of Education; State School District Relationship; *State Standards
IDENTIFIERS- Carnegie Corporation; College Board Educational Quality Project; Education Commission of the States CO; *National Commission on Excellence in Education; Nation at Risk (A); Study of Schooling (A); Twentieth Century Fund

This paper sets forth and clarifies state-level policy issues that are implicit in the recommendations for reform provided by recent major reports on the status of American education. For each report under consideration, four questions are posed: (1) Who is recommending what? (2) Does the recommendation make sense in a state's total program? (3) What are the influences (political, fiscal, other) operating for or against the adoption of this recommendation? and (4) What are the likely consequences of adopting this recommendation? The first part discusses recommendations in the report of the National Commission on Excellence in Education that raise fundamental policy questions, such as those calling for "five new basics" as well as higher academic standards, more time in school, and the upgrading of teacher status. The second part discusses the Twentieth Century Fund Task Force Report, which is primarily concerned with federal, rather than state, policy, but nevertheless has implications for the federal-state relationship in educational policy. The third report discussed, the College Board Educational Equality Project, is primarily concerned with standards for college entrance and thus raises the policy question of equitable resource allocation to accommodate the needs of all students, whether college-bound or not. Remaining reports that are discussed more briefly include the Education Commission of the States Task Force on Education, the Carnegie Corporation report "Education and Economic Progress," and Goodlad's "A Study of Schooling." (TE)

ED 253 979 EC 171 388

Beck, Frances W.
Incidence of Moderate and Severe Retardation.
PUB DATE- Nov 84
NOTE- 12p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Incidence; *Moderate Mental Retardation; Racial Factors; *Severe Mental Retardation; Sex Differences; *Socioeconomic Status
IDENTIFIERS- Hollingshead Two Factor Index of Social Position

The relationship of the variable of social class to moderate and severe retardation was examined with 148 moderately and severely retarded students (4-12 years old) enrolled in special classes within the public school system. The effects of race and sex were also considered. A. Hollingshead's Two Factor Index of Social Position was used to determine the socioeconomic class. A significant increase in moderate and severe retardation was found in the lower socioeconomic groups; the incidence of males was not significantly higher, but there was a significant increase in occurrence in an ethnic group. Results of the study did not support the position taken by many authorities that the incidence of moderate and severe retardation is stable across socioeconomic groups. (Author/CL)

ED 254 012 EC 171 721

Ostertag, B. A.
Software Programs and the Learning Disabled Student.
PUB DATE- Feb 85
NOTE- 18p.
AVAILABLE FROM- Special Education Resource Network, 650 University Ave., Room 201, Sacramento, CA 95825 (reproduction costs plus shipping).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Elementary Secondary Education; *Learning Disabilities; *Media Selection; *Microcomputers

Suggestions are offered regarding the use and selection of software with LD (learning disabled) students. The scarcity of appropriate software for the population is pointed out and a hybrid selection scale based upon several existing scales is described. It is noted that the major reason for rejecting software is the high readability skill required of the user to follow directions. Results of reviews of software are summarized, and reviewers' requirements are noted, including educational soundness, flexibility, and adaptability to the peer teaching process. Appended are a list of software evaluation sources and/or directories, the sample evaluation scale, a list of software programs recommended for LD students in seven topic areas: microcomputer introduction; typing; quiz or lesson generators; word processing, cognitive, perceptual, spatial; language arts and reading; and mathematics, a list of software publishers. (CL)

ED 254 028 EC 171 737

Opie, Nancy D.; And Others
Parents' vs. Special Educators' Perceptions of IEP Conference Outcomes. A Report of the Research.
Cincinnati Univ., Ohio.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Jul 84
NOTE- 191p.
GRANT- G008300315
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attribution Theory; Behavior Disorders; Elementary Secondary Education; Emotional Disturbances; *Individualized Education Programs; *Mental Retardation; *Parent Attitudes; *Parent Teacher Conferences; Special Education Teachers; Success; *Teacher Attitudes
IDENTIFIERS- Education for All Handicapped Children Act

The project investigated differences in perceptions and attributions for successful and unsuccessful IEP (individualized education program) conferences between 85 mothers of mentally retarded and emotionally or behaviorally disabled children (5-15 years old) and 81 special education teachers. Trained parents (those who received information about P.L. 94-142, the Education for All Handicapped Children Act), untrained parents (without prior information about P.L. 94-142) and special education teachers were presented with two stories on an IEP conference to elicit responses about attribution and perception. The stories included the same content, people, and problems but the interactions and endings were varied in order to make one story appear to have a successful outcome and the other an unsuccessful outcome. Significant differences were found on several subscales between the three groups by level of story outcome. Untrained parents rated both the story outcomes significantly less successful than did trained parents or teachers. Generally parents had higher expectations for their own behavior than did teachers, and attributed more responsibility to the parent for story outcome than did the teacher. Trained parents agreed significantly more than untrained parents that it was important to attend IEP conferences regularly. Results suggested that providing parents with information about their rights is conducive to fostering more positive attitudes and cooperative behavior. The stories and the survey instruments are appended. (Author/CL)

ED 254 042 EC 172 002

Schoen, Sharon Faith

Decreasing Noncompliance in a Severely Multihandicapped Child.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jan 85
NOTE- 21p.; This paper was prepared to meet the requirements of a course on Management of the Environment of Severely Handicapped at Lehigh University and contributes to the research component of Project MESH.
GRANT- G008101883
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; *Behavior Modification; Behavior Problems; Case Studies; *Contingency Management; Elementary Education; Multiple Disabilities; *Severe Disabilities
IDENTIFIERS- *Noncompliance (Child Behavior)

The noncompliant behavior of a severely multihandicapped 6-year-old boy was modified through an antecedent manipulation. Responding to teacher requests within 5 seconds was measured under three conditions: decreased commands, increased commands, and unconditional commands with contingent consequation. A multielement design employed across conditions demonstrated that the use of increased commands was the most effective condition for controlling behavior. Commands issued at a frequent and consistent pace reduced inappropriate responding to zero, suggesting the potential of this antecedent as an alternative to purely contingency-based systems for decreasing noncompliance. (Twenty-six references are listed and a figure showing percentage of noncompliant responses to staff requests is appended.) (Author/CL)

ED 253 665 CE 040 601

Adults with Hearing Impairments: Present and Future Educational Opportunities in British Columbia. Discussion Paper 02/84.

British Columbia Dept. of Education, Victoria.

REPORT NO.- ISBN-0-7726-0218-2
PUB DATE- Dec 84
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Serials (022)
DESCRIPTORS- *Adult Education; *Adult Programs; Case Studies; Community Colleges; *Educational Needs; *Educational Opportunities; Educational Practices; Educational Strategies; Educational Trends; Foreign Countries; *Futures (of Society); Glossaries; *Hearing Impairments; Individual Needs; Needs Assessment; Participation; Postsecondary Education; Services; State of the Art Reviews; Student Needs; Two Year Colleges
IDENTIFIERS- *British Columbia; Special Needs Students

Because of limited appropriate educational opportunities, most adults in British Columbia with hearing impairments do not continue their education beyond the age of 19. Conservative estimates indicate that hearing-impaired adults participate in colleges and provincial educational institutions at a rate that is 10 to 15 times smaller than that of the general population. Efforts to meet the needs of adult learners with hearing impairments both in British Columbia and elsewhere were reviewed. This review indicated that the following actions are particularly needed to eliminate the major barriers to participation in postsecondary education by adults with hearing impairments: development of clearly articulated policies regarding funding guidelines and the provision of educational opportunities; provision of support services, including trained interpreters, tutors, counselors, and notetakers; development of individualized admission and assessment procedures; and formulation of community-based planning strategies. (This report includes detailed examination of the resources and gaps in the current provisions to meet the needs of hearing-impaired adults.) (MN)

ED 253 692 CE 040 670

Murk, Peter J.; Fallon, John A., III
The Academy for Community Leadership: A Community Leadership Training Model.
PUB DATE- Nov 84
NOTE- 25p.; Paper presented at the National Adult Education Conference (Louisville, KY, November 7-11, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Education; Adult Programs; *Community Leaders; *Community Resources; Community Responsibility; Educational Finance; Educational History; Leadership; Leadership Responsibility; *Leadership Training; Postsecondary Education; *Program Effectiveness; *Program Implementation
IDENTIFIERS- Indiana (Muncie)

The Muncie, Indiana Academy for Community Leadership (founded in February 1976) seeks to inform, instruct, and involve promising young leaders in the study of the anatomy of a community and its component parts in order to meet the demand for informed, motivated leaders to serve as members of various community committees, task forces, and boards. The Academy seeks to provide broad understanding of public programs; local government, school, and health issues; business and labor concerns; and civic challenges facing the community. The Academy program consists of 14 consecutive Tuesday morning sessions in a variety of locations, including the offices of social agencies never before visited by class members. Each week, panelists representing the community's institutions and organizations discuss their roles, missions, philosophies, community problems, and the need for active leadership. The classes of about 25 persons include participants from large and small businesses, and public and private organizations. Registration fees of $125 are levied to cover the cost of materials and activities. The Academy has graduated 450 individuals who have become civic and political leaders of the community. The Academy has become a model for about seven other such leadership training programs throughout Indiana and the Midwest. (KC)

ED 253 761 CE 040 813

Stamps, Margaret McDonnall

Accounting Cluster Brief. Vocational Education in Oregon.

Oregon State Dept. of Education, Salem.
PUB DATE- Nov 84
NOTE- 16p.; For related documents, see CE 040 810-820.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accounting; Articulation (Education); Behavioral Objectives; Bookkeeping; *Course Content; Course Organization; *Criteria; Curriculum Development; *Educational Objectives; Educational Planning; Occupational Clusters; Office Occupations Education; Program Descriptions; *Program Development; Program Improvement; Secondary Education; State Curriculum Guides; State Programs; *Statewide Planning; Vocational Education
IDENTIFIERS- *Oregon

This guide sets forth minimum approval criteria for accounting occupations cluster training programs in Oregon. The information in the guide is intended for use by district-level curriculum planners, teachers, regional coordinators, or state education department staff involved with new program development or revisions of existing programs. The guide outlines the instructional content of accounting-related occupational programs in terms of program descriptions, areas for training (such as bookkeeper, accounting clerk, tax preparer, and accountant and auditor), program goals, course/content goals, and sample performance objectives. Course titles and descriptions are also included. A section on organizational options is designed to illustrate a few of the many ways to deliver the minimum instructional content required for an approved vocational cluster program. Content is illustrated by course titles for the instructional levels to recognize that students from different grades may enroll in one or more levels of a program. (KC)

ED 253 775 CE 041 178

Reder, Stephen M.

Giving Literacy Away. Alternative Strategies for Increasing Adult Literacy Development, Training Capacity and Program Participation.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Network of Innovative Schools, Inc., Andover, Mass.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 44p.; For related monographs, see CE 041 175-179. Product of the National Adult Literacy Project.
CONTRACT- NIE-R-83-000-11
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; *Adult Literacy; *Educationally Disadvantaged; *Functional Literacy; Learning Processes; Literacy Education; *Participation; Program Improvement; Skill Development; Social Networks; Tutors; Volunteers
IDENTIFIERS- *Informal Education; National Adult Literacy Project

The phenomenon of adult functional illiteracy in the United States is examined, and strategies are considered for addressing the problem. Reasons for the failure of existing programs (schools, adult education, and volunteer tutoring) to close the literacy gap are explored; among these factors are the relative growth of underserved populations, increased technological demands, and the small proportion of the target population that is currently receiving literacy training. It is argued that stimulation of informal literacy training and spontaneous acquisition of literacy skills form an important, but neglected strategy. One-to-one interactions to help someone accomplish a literacy task afford critical opportunities for informal literacy education. Next, a preliminary theoretical framework for adult literacy development, encompassing both formal training and spontaneous acquisition, is described. Implications of this model for reaching nonparticipants are explored through the concept of situation specificity; this section illustrates general and specific barriers to participation for different age groups, Hispanics, Blacks, and offenders and exoffenders. Finally, an outline of a research agenda suggests ways to enhance outreach efforts in adult literacy. A reference list concludes the document. (SK)

ED 253 820 CG 018 023

Yammer, David
Primary Prevention, Schools and the School Psychologist.
PUB DATE- Apr 84
NOTE- 28p.; Portions may be marginally legible due to broken type. Paper presented at the Annual Meeting of the National Association of School Psychologists (16th, Philadelphia, PA, April 18-21, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Children; Elementary Secondary Education; *Mental Health; Prevention; *School Psychologists; School Role
IDENTIFIERS- *Primary Prevention

This paper discusses the importance of preventive intervention in maintaining the mental health of children. Definitions of prevention are presented, with particular focus on primary prevention, i.e., the lowering of the rate of emotional disorders in a population. The importance of focusing on prevention in childhood is emphasized, and the potential for prevention and intervention in schools, by teachers and school psychologists, is discussed. Two major areas of primary prevention, general health promotion and protection against specific disorders, are examined in detail. Subdivisions of health promotion are discussed including: competence building, which involves teaching children problem-solving and social skills and teaching teachers attitudes that will enable them to improve relationships with students; and intervention in the psychosociocultural context involving specific interventions in school and the community. The two areas of specific protection, screening (a process for identifying children at risk), and crisis intervention, are delineated. Obstacles to instituting a primary prevention program in schools are discussed and implications for school psychologists regarding primary prevention or the lack of it in the schools are highlighted. Notes and references are included. Appendix A contains a diagram representing the different levels and subdivisions of primary prevention. (BH)

ED 253 880 CS 208 783

Bailey, Richard W., Ed.; Fosheim, Robin Melanie, Ed.
Literacy for Life: The Demand for Reading and Writing.
Modern Language Association of America, New York, N.Y.
REPORT NO.- ISBN-0-87352-130-7
PUB DATE- 83
NOTE- 272p.
AVAILABLE FROM- Modern Language Association of America, 10 Astor Pl., New York, NY 10003 ($25.00 cloth, $14.00 paper); National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 30100, ISBN-0-87352-131-5/paper, $11.20 member, $14.00 nonmember).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Literacy; Cognitive Processes; Community Role; Content Area Writing; Cultural Differences; Elementary Secondary Education; English; Family Role; Futures (of Society); Government Role; Higher Education; Legal Education; *Literacy; *Literacy Education; Oral Language; Policy Formation; Politics; *Reading Instruction; *School Role; Television; *Writing Instruction

Offering a variety of perspectives, the articles in this book are intended for those who teach reading and writing; those who make policy influencing what is taught, how, and to whom; and those individuals who would influence the influential. The 18 articles are grouped into four sections: "Literacy, Politics, and Policies"; "Forms of Literacy"; "Literacy in the Marketplace"; and "Literacy and Education." Specific articles deal with the following topics: (1) the politics of literacy; (2) literacy and cultural change; (3) television literacy and television versus literacy; (4) oral and literate strategies in spoken and written discourse; (5) literacy and cognition; (6) information systems and literacy; (7) the invisible discourse of the law; (8) writing outside the English composition class; (9) testing writing; (10) functional literacy for community college students; (11) literacy, the law, and the reluctant learner; (12) literacy and family; (13) literacy for the eighties; (14) English and science; (15) the language of the bureaucracy; (16) literacy in English from an international perspective; (17) illiterates in a literate society; and (18) the role of the media in literacy education. An appendix contains a discussion of the English Composition Board at the University of Michigan, which was formed to extend the teaching of writing throughout the curriculum. (FL)

ED 253 950 EA 017 531

South Carolina School Facilities Planning and Construction Guide.
South Carolina State Dept. of Education, Columbia. Office of School Planning and Building.
PUB DATE- 83
NOTE- 191p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accessibility (for Disabled); Architects; Bids; Design Requirements; *Educational Facilities Design; *Educational Facilities Planning; Electrical Systems; Elementary Secondary Education; Emergency Programs; Engineers; *Facility Guidelines; Legal Responsibility; Mechanical Equipment; Plumbing; Records (Forms); *School Construction; Site Selection; *State Legislation; *State Standards; Structural Elements (Construction)
IDENTIFIERS- *South Carolina

This publication, the result of a review of state school construction regulations, was developed for the purpose of providing an up-to-date guide on current laws, regulations, and the technology of the building profession. It is intended for architects and engineers as well as for school superintendents and boards of trustees, all of whom are asked to utilize the guide in each phase of planning and construction. Throughout the guide, mandated requirements are differentiated from recommendations or commentary by the use of "shall" or "shall not" in bold type. The material is presented in 15 divisions, as follows: (1) general requirements, (2) site selection, (3) design criteria, (4) barrier-free design, (5) emergency preparedness, (6) schematic and design development phase, (7) construction documents phase, (8) bidding and award phase, (9) construction phase, (10) plumbing, (11) mechanical, (12) electrical, (13) sample forms, (14) checklists, and (15) reference material. (MLF)

Pepe, Thomas J.; And Others
Academic Penalties for Attendance Reasons.
National Association of Secondary School Principals, Reston, Va.
PUB DATE- Mar 85
NOTE- 9p.
AVAILABLE FROM- Publication Sales, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 ($1.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Boards of Education; *Compulsory Education; *Court Litigation; *Credits; Due Process; Elementary Secondary Education; Graduation Requirements; Parent Rights; *School Attendance Legislation; School Community Relationship; School Districts; School Policy; *State Legislation; Student Rights
IDENTIFIERS- Religious Freedom

Many boards of education have attendance policies imposing grade reductions and/or loss of credit on students with unexcused absences. This paper reviews state legislative action on the subject, specific court cases, and the interpretations of statutes and practices by attorneys general and commissioners of education. Most states have general school attendance laws, while some states defer to local districts. The issue has become more prominent, and recently some state legislatures have mandated specific attendance requirements for receipt of credit. A grade reduction policy tied to truancy appears to be on a much stronger legal foundation than grade reductions for other infractions. The severity of the penalty must be reasonable. If there is a great disparity between the sanction and the misconduct, it may be considered as a denial of student rights. Local districts must have statutory authority to enact attendance policies denying credit for student absences. School districts must also be careful not to violate the free exercise of religion when enforcing attendance policies. Parents do not have unconditional rights to absent their children for educational trips in contravention of school district policy. Six guidelines are provided for developing local attendance policy that will satisfy both the courts and the local community. (MD)

Summers, Patricia M.
A Collegial Model for Supervising Clerical Staffers in an Academic Office.
PUB DATE- 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Career Education; *Clerical Workers; Employees; *Labor Turnover; Management Development; *Models; *Motivation; *Participative Decision Making; Professional Education; Supervisors; *Supervisory Methods

By using a collegial, "power-with" supervisory model that balances both institutional and individual needs, a manager can realize greater success in selecting, motivating, and retaining clerical staffers. Candor, accessibility, recognition, and two-way communication are the hallmarks of this participatory management model, with the goal of releasing human potential and building on the strength of the group, not the leader. Five tools should be in place before the newest staff member is selected: office philosophy, office policies, position descriptions, procedures, and supervisor's guidelines. The supervisors should secure their immediate supervisor's support of the approach to clerical supervision and establish a relationship with the personnel office. Interviewing procedures should be in keeping with the supervisory principles. When the new clerical staffer starts work, the supervisor should set the tone and have private weekly meetings. Throughout the probationary period, the emphasis is on confidence and morale building, along with training. To motivate and retain staffers, the same attitudes and practices should continue--positivism, frequent individual meetings, recognition, and communication. Ways of practicing "power-with" include welcoming suggestions, involving people in decision making, not shirking responsibilities but sharing some, and creating optimum working conditions. (YLB)

ED 253 705 CE 040 685

Southern, Stephen

Multimodal Career Development: "BASIC IDEAS" for Wholistic Career Education.

PUB DATE- 26 Apr 84
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 26, 1984). For related documents, see ED 208 175 and ED 231 950.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; Career Choice; *Career Counseling; *Career Development; Career Education; Case Studies; Cognitive Style; Counseling Techniques; Environmental Influences; *Holistic Approach; *Learning Modalities; *Lifelong Learning; *Models; Postsecondary Education; Self Actualization

This paper presents a comprehensive model for career development over the lifespan. The approach, based on the multimodal behavioral therapy of Arnold Lazarus, takes into account 10 modalities and factors that should be considered when addressing the career education needs of whole persons. These modalities and factors, represented by the acronym BASIC IDEAS, are described as behavior, affect, sensation, imagery, cognition, interpersonal relations, developmental levels, economic and societal factors, alpha factors (physiological influences), and states of consciousness. The approach provides a framework for organizing recurrent education activities for individuals and groups. A case presentation is offered in order to suggest applications of the model. (Author/KC)

ED 253 747 CE 040 768

Klein, Robert E.
Personal Income and Educational Attainment of Male War Veterans and Nonveterans, March 1983. Monograph 70-84-7.
Veterans Administration, Washington, DC. Office of Information Management and Statistics.
PUB DATE- Jul 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age; Comparative Analysis; *Educational Attainment; *Educational Trends; *Education Work Relationship; Elementary Secondary Education; *Income; Influences; Males; Postsecondary Education; *Salary Wage Differentials; Socioeconomic Status; Trend Analysis; *Veterans
IDENTIFIERS- Current Population Survey

A study compared the personal income and educational attainment of male war veterans and nonveterans as of March 1983. Using data from the March supplement of the 1983 Current Population Survey, the researchers compared the educational attainment and income of 9 separate age groups of a sample of 22,823 veterans and 47,792 nonveterans. For the most part, male war veterans had higher personal income and higher educational attainment than nonveterans. However, the relative difference in median income for Vietnam-era veterans--those 25 to 39 years old--was smaller than the relative difference between veterans and nonveterans of all ages combined. Since veterans were overrepresented in the relatively high-income-earning middle and older ages, part of the difference in income between veterans and nonveterans could be attributed to their age differences; if veterans had the same proportionate age distribution as nonveterans, then their median income would fall by one-fifth. The differences in educational attainment between veterans and nonveterans had also diminished; whereas veterans had distinctly higher educational attainment than nonveterans in 1973, the gap in median education virtually disappeared by 1983. (Appendixes to this report contain three tables summarizing educational attainment and income levels by age group as well as an explanation of the age-adjustment techniques used in the study to arrive at median education levels.) (MN)

ED 253 909 CS 504 850

Patton, Eleanor Nyquist; Patton, Bobby R.

Gender Significance of Dress in the Organizational Setting.

PUB DATE- 4 Apr 85
NOTE- 11p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Business; *Clothing; *Clothing Design; Communication Research; *Employed Women; Nonverbal Communication; *Organizational Communication; Professional Recognition; Research Needs; *Sex Differences; *Social Change; Speech Communication

Which, when, and how elements of a fashion are adopted by a particular person or group are indicators of how that person or group is viewed by others within their society. For men who have worked in business and commerce, the clothing has changed little since the rise of the commercial middle class. The business suit remains unaltered because its very stability of form suggests a stability of the business world. When women in greater numbers entered business jobs and after the rule books about women's professional dress were published, the suit became the most important part of the wardrobe. In general, women's clothing has tended to be much more idiosyncratic than men's. While it reflected a general style of the community, it also had more leeway to reflect the individuality of the wearer. Although the skirted suit helped to blend the professional woman with the professional man on a visual level, the wives and daughters of these professional men are changing wardrobes to new alternatives, thus making the women coworkers dressed in this professional uniform appear dowdy and, consequently, less attractive. A woman's dressing for business is an enormous balancing act. She can easily be criticized for being unfeminine or criticized for being dressed "unprofessionally." Since clothing symbols convey visually the structure of the whole society and bespeak the human social order, a further exploration into the rules that govern this nonverbal system seem to be a valuable topic for further exploration. (HOD)

ED 253 997 EC 171 706

Mesinger, John F.
Megatrends Relating to Adolescent Violence and Correctional Education.
PUB DATE- 13 Oct 84
NOTE- 19p.; Paper presented at the National Adolescent Conference on Behavior Disorders (Pensacola, FL, October 13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adolescents; *Behavior Disorders; *Correctional Education; *Delinquency; Psychological Characteristics; *Trend Analysis; *Violence

Trends in delinquency are summarized and principles for treating violent adolescents are considered. Four major trends are identified: (1) an increase in violent crimes committed by juveniles, (2) a decrease in intact nuclear families of delinquents, (3) an increase in voluntary separation (divorce or abandonment rather than death) of parents, and (4) "discovery" of high incidence of abused handicapped youth in corrections programs. The paper cites the impact of increasing numbers of extremely violent adolescents who show no sense of guilt and no tolerance for interference. Typical characteristics of the population of violent youth who have experienced abuse and bad models at home are noted, including substance abuse, external locus of control, paranoia, and long-term deficits in hearing and attending. Guidelines are offered for understanding and dealing with the difficult behavior of troubled youths. Professionals are urged to be prepared and to understand the implications of research on a variety of topics, including the reinforcing effects of peer groups, impact of positive role models, rule making, and attention to social skills. (CL)

ED 254 013 EC 171 722

Technology and Handicapped People. Summary.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
REPORT NO.- OTA-H-180
PUB DATE- May 82
NOTE- 27p.; Document is printed in colored ink on colored pages and may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Demography; *Disabilities; Federal Programs; *Financial Policy; *Policy Formation; Resource Allocation; *Technology

The report discusses findings and policy options of a study of technologies for handicapped individuals. An introductory section reviews definitions and demographic aspects of disabilities. Disability-related research and development is addressed in terms of the federal role and private sector involvement. Evaluation of technologies is said to be deficient and the need for a coherent, adequately funded evaluation program is needed at all levels of diffusion and adoption. Issues in resource allocation are briefly addressed. Policy options are set forth for five issues: (1) production, marketing, and diffusion of technologies; (2) involvement of disabled people and other consumers; (3) research, development and evaluation of technologies; (4) financial barriers to the use of technology, and (5) personnel issues. (CL)

Waller, Patricia F.
Young Drivers: Reckless or Unprepared?
North Carolina Univ., Chapel Hill. Highway Safety Research Center.
REPORT NO.- HSRC-A95
PUB DATE- Nov 83
NOTE- 31p.; Paper prepared for the International Symposium on Young Driver Accidents: In Search of Solutions (Banff, Alberta, November 1983).
AVAILABLE FROM- University of North Carolina Highway Safety Research Center, CTP, 197A, Chapel Hill, NC 27514 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age; *Curriculum Development; *Driver Education; Educational Technology; *Human Factors Engineering; Influences; Instructional Development; Online Systems; Parent Participation; *Program Design; Secondary Education; Simulation; Standards; Student Evaluation; *Task Analysis; Teaching Methods; Test Construction; Youth
IDENTIFIERS- *Driver Licensing; *Driver Performance

Because it is a well-accepted fact that young persons have more than their share of automobile crashes and because the task of driving is a complex one that requires practice to be mastered, it is proposed that a careful human factors analysis of the task of driving be undertaken based on empirically demonstrated differences among driver groups. Such an analysis should include the following procedures: identification of human performance parameters relevant to driving, empirical determination of differences between novice and experienced drivers, determination of the amenability to training of the identified factors, development of training procedures using interactive devices and simulators when possible, compilation of procedures into a driver preparation program, coordination with televised material covering the classroom portion of driver education, development of a parent involvement program, determination of a minimum level of each factor required for different driver groups, compilation of scales into performance test batteries and elimination of overlap, tailoring of the test battery to existing constraints, use of the test battery in a licensure demonstration project, investigation of the possible role of factors in crashes of different driver groups, determination of the compatibility of driver performance with highway engineering standards and vehicle standards, modification of standards and practices where appropriate, and imposition of restrictions on driver populations where necessary. The human factors approach appears to be one way of developing an intelligent comprehensive driver-vehicle-highway system. (MN)

A Planning Guide for Montana Industrial Education/Technology Programs.

Montana State Univ., Bozeman. Dept. of Agricultural and Industrial Education.

SPONS. AGENCY- Montana State Dept. of Public Instruction, Helena.
PUB DATE- Jan 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Techniques; Course Content; *Curriculum Development; Educational Philosophy; *Educational Planning; Educational Practices; *Educational Resources; Educational Trends; Futures (of Society); Industrial Arts; Postsecondary Education; Program Development; Secondary Education; State Curriculum Guides; Statewide Planning; Teaching Methods; *Technological Advancement; *Trade and Industrial Education
IDENTIFIERS- *Montana

This technology implementation plan for industrial education has been developed to provide Montana educators with an articulated plan for industrial education from junior high through adult levels. It is intended to help the teacher to (1) develop an understanding of the philosophical base upon which a forward-looking industrial education program is founded, (2) identify a curriculum development procedure and teaching strategies, and (3) locate resources and educational aids to supplement curriculum materials. The guide covers the five levels of the Montana Plan for Industrial Education, which is designed to reach students from grades 7 to adult, and then takes the teacher step-by-step through a process for implementing technology into their programs. It includes information on why the program is justified, where it is going, who the teacher has to work with, what needs to be done on each level, how to implement it, and when to begin. An annotated section of resources includes lists of books, organizations, and periodicals. (KC)

ED 253 734 CE 040 731

Weis, Susan F.; O'Brien, Kay S.

Home Entrepreneurship: Instructional Materials in the Operation of a Small Business from the Home.

Pennsylvania State Univ., University Park.

SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Vocational and Technical Education.

PUB DATE- Jun 83

NOTE- 121p.; For a related document, see CE 040 730.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Education; *Business Administration; *Entrepreneurship; *Independent Study; Instructional Materials; *Occupational Home Economics; *Small Businesses

IDENTIFIERS- *Home Based Employment; *Self Employment

The 10 instructional sections which make up this guide on the operation of a small business from the home are intended for individual use whether in conjunction with an educational program or solo. Each section consists of a list of objectives, informational material, suggested activities, and a list of references. The sections cover the following topics: exploring a home-based, home economics-related business; planning a home-based business; legal considerations; finding money to start a business; organizing the work of the business; purchasing necessary supplies; setting prices for the home-based business; financial recordkeeping; advertising and selling; and evaluation of the business. (YLB)

ED 253 806 CG 018 009

Bourassa, Donna; And Others

An Evaluation of Life in the Residence Halls at Indiana University from an Ecosystem Perspective: 1984.

PUB DATE- 84
NOTE- 21p.; For related documents, see ED 170 665, ED 200 884, ED 217 302, ED 232 086 and ED 243 043.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Environment; *College Students; *Dormitories; Ecology; Higher Education; Participant Satisfaction; *Student Attitudes; Student Personnel Services
IDENTIFIERS- *Indiana University

The ecosystem approach to environmental assessment of college residence halls asks students to identify issues they feel strongly about, and to recommend action the university might take to enhance or rectify a situation. This approach was used to examine life in the undergraduate residence halls at Indiana University. A forced-choice questionnaire assessing students' perceptions of residence hall programs, staff responsiveness to student needs, student government, printed matter and information, study conditions and order, and food service, was completed by 785 dormitory residents. Respondents had the opportunity to go back through the questionnaire and identify items they felt strongly about (positively or negatively) and indicate how these situations could be enhanced or changed. Residence hall programs and residence hall staff were evaluated very positively. Students approved of available services and felt they had an opportunity to participate in student government. They indicated they have adequate information and that publications meet their needs. They reported study conditions in the dormitories needed improvement. Responses to the new universal meal ticket program were positive. Comparison of results of previous studies of residence hall life from 1978-1983 indicate the residential experience is improving each year for students. The survey instrument is appended. (JAC)

ED 253 836 CG 018 039

Dickens, Wenda J.

Perceived Control in the College Classroom: Attributions and Noncontingent Success.

PUB DATE- Aug 84
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attribution Theory; *College Students; Feedback; Foreign Countries; Helplessness; Higher Education; *Success
IDENTIFIERS- *Control Perception; Manitoba

Perry and Dickens (1984) found that noncontingent-trained students perceived they had less control and manifested a helpless attribution profile compared to contingent-trained students in a simulated college classroom. To examine the effects of varying amounts of noncontingent success on students' perceived control and attributions, 90 students at the University of Manitoba, Canada completed an aptitude test and were assigned to one of five contingency training conditions: contingent, noncontingent-low success, noncontingent-medium success, noncontingent-high success, and no feedback. Following the aptitude test they responded to a four-item attribution profile and to two items measuring perceived control and perceived success. The results indicated that only the noncontingent-low success students manifested a helpless attribution profile and perceived they had significantly less control than did the contingent, no feedback, noncontingent-medium success, or noncontingent-high success groups. The results are consistent with attributional egotism, which is defined as the tendency to take credit for success and deny blame for failure. (LLL)

ED 253 895 CS 504 831

Fielding, Ian; Brownlee, Don

Governmental Restraints on the Exchange of Scientific Communications.

PUB DATE- Feb 85

NOTE- 17p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Censorship; *Court Litigation; Federal Government; Federal Legislation; Federal Regulation; Freedom of Speech; *Government Role; National Security; Professional Associations; Scientific and Technical Information; *Scientific Research; Scientists

IDENTIFIERS- First Amendment; *Information Exchange; *Prior Restraint (Censorship); Supreme Court

Recently, there has been a definite shift away from United States government support for the unrestricted exchange of new, unclassified scientific and technical information at professional meetings. This has been substantiated by numerous specific examples of censorship by branches of the government. Scientists in the target professional associations frequently work on basic research and advanced technical systems for the Department of Defense. Since in no case have the scientists sought judicial relief from what is undoubtedly governmental prior restraint, any projection as to how this conflict between the First Amendment and national security interests would be resolved must rely on previous case law. The Supreme Court has never enunciated a clear description of what constitutes justification for prior restraint; nor has it deferred judgments on the validity of prior restraints to a case-by-case evaluation. Some minimal standards have been identified to guide the judiciary in application of restraints. First, the restraint must be specifically authorized by legislation; and second, the government must prove that the communication "inevitably, directly, and immediately" causes serious damage to the government or the population. There is serious doubt as to whether the government could meet this test of inevitable harm, but given its repeated efforts to prohibit presentations at scientific symposia and the minimal resistance the government has encountered, this trend is likely to continue. (HTH)

ED 253 923 EA 017 479

Owen, John M.
A Perspective on the Within-School Dissemination of New Educational Knowledge.
PUB DATE- Apr 84
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Curriculum Development; Decision Making; *Educational Research; Foreign Countries; *Information Dissemination; Path Analysis; Principals; *Research Utilization; Resource Allocation; School Based Management; Secondary Education; Secondary School Teachers; Tables (Data)
IDENTIFIERS- *Australia (Victoria); *School Based Curriculum Development

Two aspects of knowledge use in schools are analyzed in this report. The first considers the "reception" of knowledge that results from professional social inquiry (PSI), and the second explores some factors that affect the internal school dissemination of such knowledge. Data were collected from 207 secondary school teachers in 45 schools in Victoria (Australia). Teachers responded to a checklist about their use of new educational knowledge, the sources of their knowledge, and their attitudes to PSI-type information. Principals completed a checklist about the ways educational information was distributed throughout the school, about resources allocated for materials designed for use by teachers, and about principals' attitudes to PSI-type information. Comparative analyses of two groups of teachers are outlined, the first group being made up of teachers with middle management positions (N=79), while the second group was composed of teachers, generally younger and less experienced, whose main responsibility was with day to day classroom teaching (N=116). Path analysis procedures were employed. Among the findings are that principals had little effect on the culture of the school in terms of the conditions needed for dissemination of new information. The one variable that principals consistently affected was the provision of resources. The instrument used to gather data from the teachers and a bibliography with 17 citations are appended. (MLF)

ED 253 980 EC 171 389

Marquis, Jeanne Glidden

Microcomputer Usage by a Low Vision Student. A Case Study.

PUB DATE- Apr 84
NOTE- 15p.; Paper presented at the Annual Convention of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Computer Assisted Instruction; High Schools; *Microcomputers; *Partial Vision

This study investigated the effects of microcomputer usage on the educational experiences of a low vision high school student. Ethnographic research methodology was utilized to conduct the single-subject study. Participant observation provided data, with interviewing of key individuals in the student's school and home environments providing substantiating data. A document review of school records was done. Field notes were recorded in raw form, transcribed into final form and organized into 52 reports. An item index was developed from the original research questions to analyze observed behaviors. The analysis of the data showed that microcomputer usage positively affected the student's educational experiences. The microcomputer increased the student's participation in classes and peer interactions and heightened his self-esteem. (Author/CL)

ED 254 043　　　　　　　　　　　　　　EC 172 003

Fischer, Wyman E.; And Others
Bannatyne Recategorization's Efficacy in Differentiating Learning Disabled and Emotionally Disturbed.
PUB DATE- Apr 84
NOTE- 14p.; Paper presented at the Conference of the National Association of School Psychologists (Philadelphia, PA, April, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Emotional Disturbances; *Handicap Identification; *Learning Disabilities; *Scoring; Testing
IDENTIFIERS- *Bannatyne System

The study was designed to determine the efficacy of the Bannatyne recategorization in differentiating subgroups of learning disabled from emotionally disturbed children. The sample was comprised of 327 male and female Ss who had been placed in special education classes for either the learning disabled or emotionally disturbed. A three factor MANOVA was employed to determine possible interactions among sex, type of special class placement, and type of achievement discrepancy of the Ss. Three Helmert type a priori contrasts were specified to determine if the recategorization was upheld for this sample generally or if it identified different cognitive structures for the various subgroups. The Bannatyne recategorization was supported but it did not differentiate among various subgroups of learning disabled and emotionally disturbed children. The analyses lent support to the notion that the classifications studied may be cognitive subsets of each other. (Seventeen references are listed and 13 graphs illustrate the results.) (Author/CL)

ED 253 666 CE 040 608

Herdin, Terry; Stanley, Dale

Job Roles in Human Services. Volume 1: Financial Assistance Worker. Task Analysis in Human Services Special Project.

Camosun Coll., Victoria (British Columbia). Div. of Coll. Resources.
SPONS. AGENCY- British Columbia Dept. of Education, Victoria.; British Columbia Dept. of Human Resources, Victoria.
PUB DATE- Mar 82
NOTE- 139p.; For Volumes 2-8, see CE 040 609-615.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adult Education; Behavioral Objectives; Case Records; Caseworker Approach; *Caseworkers; Client Characteristics (Human Services); Competency Based Education; Core Curriculum; *Counseling Techniques; Counselor Client Relationship; Counselor Role; *Counselor Training; Delivery Systems; *Educational Needs; Ethics; Evaluation Methods; Financial Policy; Foreign Countries; Higher Education; *Human Services; Interpersonal Competence; Job Analysis; Job Skills; Legal Assistants; Legal Responsibility; Occupational Information; Public Policy; Public Relations; Recordkeeping; Teamwork; Welfare Agencies; *Welfare Services
IDENTIFIERS- British Columbia; *Financial Assistance Workers

This book of objectives, one of a series designed to provide a competency-based analysis of employment categories in human services, deals with the core competencies necessary for financial assistance workers. Addressed in the individual sections of the volume are the following skill areas: interaction with clients, documentation responsibilities, policy utilization, ethical practice, assessment, case-load management, public relations, paralegal responsibilities, and teamwork practices. Each section contains a main objective and a series of enabling objectives that are cross-referenced to evaluation criteria and to independence and importance rating scales. The independence scale indicates the degree of supervision that an individual could expect when performing the job task. The scale of importance designates each objective as being either prerequisite (i.e., knowledge or skills that individuals must bring with them to be adequately prepared for the job role), critical (i.e., objectives that are essential to competent performance on the job--areas of skill or knowledge that individuals must possess to develop during their work experience), or enrichment (i.e., objectives that are not essential but add to a comprehensive understanding of the job and more flexible and skillful job performance). Also included in the volume is a discussion of the method used to identify the objectives. (MN)

Chang, Tien-Jin Frank
Curriculum Development and Adaptation in Vocational Education in Taiwan, Republic of China.
PUB DATE- Dec 83
NOTE- 17p.; Paper presented at the American Vocational Association Convention (Anaheim, CA, December 1-6, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Design; *Curriculum Development; Foreign Countries; Labor Force Development; *Models; Postsecondary Education; Role of Education; Secondary Education; *Vocational Education
IDENTIFIERS- *Taiwan

Taiwan has recently changed from an agricultural to an industry-intensive society. Vocational education should assume the responsibility of educating students to meet the manpower needs of industry, and vocational education programs have rapidly expanded. The government lists technical and vocational education as one of the top priorities in the industrial construction project. To achieve its primary goal of preparing manpower for meaningful employment in industries, vocational education must ensure that the curriculum reflects actual employment needs, both in types of employment and in skill levels. Two factors that should be considered in the adaptation of vocational and technical education curricula are the individual aspect and socioeconomic aspect. Curricular content should be adapted to help students cope with the demands of the nation's economic growth and also to meet individual needs. The ideal curriculum development team includes individuals with expertise in: curriculum design (educators, curriculum specialists, students), pedagogy (technical-vocational teachers), and socioeconomic sciences (administrators, politicans, industrialists, economists, and sociologists). A curriculum management system can be divided into three processes: planning (define objectives and set priorities of curriculum development), organizing (develop a curriculum and specify performance criteria), and controlling (conduct internal evaluation, produce revised draft, and try out curriculum). (Nine figures are provided.) (YLB)

ED 253 706 CE 040 686

Slaugh, Linda Ann Cochran
Perceived Barriers to Implementing Florida's Competency-Based Business Education Curriculum.
PUB DATE- Dec 84
NOTE- 38p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Education; *Business Education Teachers; Community Colleges; *Competency Based Education; *Curriculum Development; Delivery Systems; Demography; Educational Needs; Educational Practices; Influences; Innovation; Postsecondary Education; *Predictor Variables; Program Implementation; Secondary Education; State Programs; *Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- *Florida

A study examined the attitudes of Florida business teachers toward perceived barriers to implementing the Florida competency-based business curriculum materials and also the characteristics of business teachers who would be most likely to receive and adopt curriculum innovations. During the study, a five-part questionnaire that contained questions concerning demography, perceived barriers, change orientation, innovativeness and flexibility, and attitudes toward competency-based education was administered to a random sample of full-time Florida business education teachers. The sample consisted of 151 secondary business teachers, 58 vocational and technical center business teachers, and 116 community college business teachers. The secondary business teachers saw the most barriers to implementing the curriculum. Those mentioned most frequently were lack of time and lack of clerical assistance. Included among demographic variables that were most predictive of the teacher's perception of barriers to implementing the curriculum were the type of school in which the teacher taught, the amount of inservice training received, and the amount of related work experience the teacher had. (The survey instrument is appended.) (MN)

ED 253 762 CE 040 814

Stamps, Margaret McDonnall
Office Occupations Cluster Brief. Secretarial Cluster. Vocational Education in Oregon.
Oregon State Dept. of Education, Salem.
PUB DATE- Nov 84
NOTE- 17p.; For related documents, see ED 250 572 and CE 040 810-820.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; *Course Content; Course Organization; *Criteria; Curriculum Development; *Educational Objectives; Educational Planning; Occupational Clusters; *Office Occupations Education; Program Descriptions; Program Development; Program Improvement; Secondary Education; *Secretaries; State Curriculum Guides; State Programs; *Statewide Planning; Vocational Education; Word Processing
IDENTIFIERS- *Oregon

This guide sets forth minimum approval criteria for secretarial training in office occupations education programs in Oregon. The information in the guide is intended for use by district-level curriculum planners, teachers, regional coordinators, or state education department staff involved with new program development or revisions of existing programs. The guide outlines the instructional content of secretarial education programs in terms of program descriptions, areas for training, program goals, course/content goals, and sample performance objectives. Descriptions are given of the following course titles: Office Procedures, Typing, Office Machines, Business Communications, Bookkeeping/Accounting, Shorthand, and Cooperative Work Experience. A section on organizational options is designed to illustrate a few of the many ways to deliver the minimum instructional content required for an approved vocational cluster program. Content is illustrated by course titles for the instructional levels to recognize that students from different grades may enroll in one or more levels of a program. (KC)

ED 253 776 CE 041 179

Crandall, David P.; And Others

Guidebook for Effective Literacy Practice, 1983-1984.

Far West Lab. for Educational Research and Development, San Francisco, Calif.; Network of Innovative Schools, Inc., Andover, Mass.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 477p.; For related monographs, see CE 041 175-178.
CONTRACT- 400-83-0056
LANGUAGE- English
EDRS Price - MF01/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Education; *Adult Literacy; Community Colleges; Counseling; Diagnostic Tests; Followup Studies; Instructional Materials; *Literacy Education; National Surveys; Orientation; Postsecondary Education; *Program Administration; Program Descriptions; *Program Development; *Program Evaluation; Publicity; Staff Development; Student Recruitment
IDENTIFIERS- National Adult Literacy Project

This guidebook is designed to provide current, detailed information on effective literacy practices. The National Adult Literacy Project's program survey design is described in Chapter 1, with a summary of results from a sample of 213 programs. Chapter 2 focuses on the program selection and onsite interview process, from which the portraits of 31 field sites contained in this section were derived. These sites were categorized in six organizational sectors: state/local education agency, employment and training, community based, corrections, military, and postsecondary. The content of chapter 3 synthesizes the survey and field site results. Eight program components are described in detail: student recruitment, orientation, counseling, diagnostic testing, instructional methods and materials, assessment, followup, and program evaluation. Several of these sections contain bibliographies. In chapter 4, the role of the program director as leader and manager is elaborated, including developing program philosophy, budgeting and fundraising, finding facilities, developing staff, and using volunteers. A final statement summarizes the perspective that has emerged and its implications for literacy education and research. Appendixes include an index of survey respondents, interview guides and forms, a list of programs visited, statistical analyses, and a bibliography. (SK)

ED 253 791 CG 017 994

Moore, William S.

The Maryland Career Course: Type/Learning Style Issues. Brief Report #2.

PUB DATE- 83
NOTE- 21p.; For related document, see CG 017 995.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Planning; Classification; *Cognitive Style; Course Content; Higher Education; Interest Inventories; *Personality Theories; Undergraduate Students; *Vocational Interests
IDENTIFIERS- *Hollands Hexagonal Model; *Myers Briggs Type Indicator; Strong Campbell Interest Inventory; University of Maryland College Park

The Maryland career course is a one-credit career planning course for undecided undergraduates which has provided training for teaching apprentices, and research on students' career decision making. To investigate typology differences in the population enrolling in the course, the Strong-Campbell Interest Inventory (SCII) and the Myers-Briggs Type Indicator (MBTI) were used. The results of the SCII are intergated with and organized by Hollands'(1973) model, which describes people and work environments by their resemblance to six categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. The MBTI reflects personality type as a four-letter code which represents four basic processes by which people take in information and evaluate or judge that information: Introversion(I)-Extraversion(E); Sensing(S)-Intuiting(N); Thinking(T)-Feeling(F); and Judging(J)-Perceiving(P). Results of examination of students' Holland types showed that Artistic, Enterprising and Social students are the most common in the course, and that Investigative students are significantly underrepresented, suggesting that this group may be more decided as a whole, or less willing to admit career indecision. Results of the MBTI showed that, in general, the course draws more introverts than extroverts (particularly introverted sensors), while all four extroverted sensing types are underrepresented. There was significant overlap between the Holland and Myers-Briggs models, indicating that they are describing similar phenomena with different labels. Data on the range of types in the course population are useful in designing activities and in insuring a wide range of approaches. (Overviews of the Myers-Briggs Type Indicator and Myers-Briggs Learning Styles, Career Exploration worksheets, and data tables are appended.) (LLL)

ED 253 851 CS 007 927

Pearson, P. David
The Comprehension Revolution: A Twenty-Year History of Process and Practice Related to Reading Comprehension. Reading Education Report No. 57.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 85
NOTE- 59p.; Commentary by Bertram Bruce.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Change; *Educational History; Elementary Secondary Education; *Reading Comprehension; *Reading Instruction; *Reading Processes; *Reading Research; Research Needs; State of the Art Reviews

Through reflections upon the ideas and events that have shaped current views about reading comprehension and its teaching, this paper characterizes patterns of development in three related domains: theory and research about basic processes in reading comprehension, research about reading comprehension instruction, and practices in teaching reading comprehension (as reflected by what practitioners think and do and by suggestions in basal reader manuals about how to develop children's reading comprehension ability). The paper begins by discussing knowledge and beliefs about reading comprehension in the period from 1965 to 1970. It then presents changes in views of process and practice for the period from 1970 to 1985. Finally, the paper offers some predictions about new ventures in basic research, applied research, and instructional practice. (HOD)

ED 253 866 CS 208 675

Hollis, Karyn
Literacy in Ancient Greece: The Evidence from History and Archaeology.
PUB DATE- 77
NOTE- 20p.; Broken type throughout document.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Ancient History; Anthropology; Higher Education; *Intellectual History; *Literacy; Literary History; Literature Reviews; Reading Attitudes; *Reading Habits
IDENTIFIERS- *Greece

In examining the nature of literacy in ancient Athens, this paper reviews the work of key modern scholars and their positions in the debates concerning the development of literacy in Greece, the oral culture preceeding this, and the technology that enabled it to occur. Following an introduction surveying the viewpoints of Rhys Carpenter, L. H. Jeffrey, David Diringer, and Eric Havelock, among others, regarding the date the alphabet was introduced, the first section of the paper summarizes Havelock's reevaluation of Greek preliterate society in terms of mnemonics and poetry. The second section reviews F. G. Kenyon's and F. D. Harvey's arguments in dating the appearance of an extensive reading public in ancient Greece by literary and archeological evidence, and the third section reviews Kenyon's and E. G. Turner's work on the use of papyrus as book material, and summarizes Havelock's arguments that date widespread literacy back to 405 B.C., the year of the first production of Aristophanes' "Frogs." (CRH)

ED 253 881 CS 208 786

Waters, Margaret M.

Metaphor in the Lives of Children.

PUB DATE- Oct 84
NOTE- 10p.; Paper presented at the Annual Meeting of the New York State English Council (34th, Amherst, NY, October 18-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Language; Childrens Literature; Cultural Traits; Elementary Education; *Language Acquisition; *Language Research; Language Styles; *Language Usage; Linguistics; *Metaphors; Teaching Methods

Many classics in children's literature have metaphoric structures that enhance the structure of the plot. Metaphor is not an added frill to creative writing, nor is it the private province of poets. It is a necessary part of everyday language. One viewpoint on metaphor can be found in studies on child language acquisition. Children do use expressions that are metaphoric in structure, but which are either merely overextensions of concepts by a child who is still in the very early stages of concept development, or they come from the child's world of "let's pretend." A second way to look at metaphor is from an anthropological viewpoint. If an anthropologist wishes to understand a culture, his or her task is to understand the metaphors used by that culture. A third aspect of research on metaphors is related to linguistics and semantic language questions. Metaphors come from a deliberate choice of terms and from a clear, well-defined understanding of the diverse domains that are brought together in a specific metaphor. The role of teachers in teaching metaphor includes increasing their own understanding of metaphor, developing students' vocabulary, and enriching their factual knowledge and world experience. Journal writing and a rich program of literature and poetry will also help children explore language. Once children have been immersed in a rich language background so that they feel free to write and have had guided experiences with poetry, they can then be encouraged to experiment with the construction of metaphor. (HTH)

ED 253 937 EA 017 512

Hansen, Kenneth H.
The State Education Agency and Curriculum Improvement: Paths toward Excellence. Notes for the Chiefs. Discussion Draft.
Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.
SPONS AGENCY- Chief State School Officers of the Northwest and Pacific.
PUB DATE- Dec 83
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Curriculum Development; *Educational Change; Educational Objectives; *Educational Policy; *Educational Trends; Elementary Secondary Education; *Futures (of Society); State Agencies; State Departments of Education; State School District Relationship; *State Standards; Trend Analysis
IDENTIFIERS- United States (Northwest)

This paper discusses the role of state education agencies in curriculum reform, in light of contrasting perspectives on the future of society. Current reform proposals call for more required courses and better performance by students, but such moves need to be made with a clear sense of direction. Accordingly, the problem becomes twofold: first, should the educational system set its sights on preparing students for society as presently constituted, or for the society as envisioned by the futurists? Second, should educational policymakers go along with perceived changes in the socioeconomic structure, or resist those changes deemed undesirable? A case in point is the trend toward decentralization envisioned by futurists, as set against the call by educational reformers for more stringent state standards. This paper does not seek to answer such questions; it merely raises them as issues that need further examination at the state policymaking level. Accordingly, Appendix A lists the futurists' projections and corresponding educational reform proposals, and Appendix B provides contrasting visions of a high school as seen by futurists and by educational reformers respectively. (TE)

ED 253 951 EA 017 532

Semi-Annual Report to Congress: April 1, 1984-September 30, 1984. No. 9. (Submitted Pursuant to Public Law 95-452).

Office of Inspector General (ED), Washington, DC.

PUB DATE- Oct 84

NOTE- 54p.; For earlier report, see ED 245 364.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Compliance (Legal); Educational Finance; Efficiency; Elementary Secondary Education; *Eligibility; *Federal Aid; Federal Government; Federal Legislation; *Federal Programs; *Federal Regulation; Fines (Penalties); Government School Relationship; Investigations; Law Enforcement

IDENTIFIERS- Department of Education; *Office of Inspector General

This ninth semiannual report issued by the United States Department of Education's Office of Inspector General (OIG) summarizes the activities and accomplishments of that office during a 6-month period ending September 30, 1984. A condensation of audits of Department of Education aid programs presents statistics on OIG activities and the allocation of audit resources, highlights of significant audits (many of which recommend recovering misspent federal funds), and information of progress toward resolving various audit recommendations. Investigation activities are also noted, including highlights of cases presented and an update of previously reported investigation. Descriptions of steps taken by the OIG to improve the management of internal operations and aid programs covers documents that evaluate or prescribe management practices, as well as internal control reviews and measures to improve the disposal of funds. Miscellaneous other matters reviewed include legislation and regulations affecting the economy of the department. Appendixes include a list of audits for the period covered in the report and a schedule of accounts receivable. Finally, two guides to ethical conduct issued by the OIG are exhibited. (MCG)

ED 253 998 EC 171 707

PEP: Developing Criteria for the Evaluation of Protection in Evaluation Procedures Provisions. Exploring Issues in the Implementation of P.L. 94-142.

LINC Resources, Inc., Columbus, Ohio.; Research for Better Schools, Inc., Philadelphia, Pa.

SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

PUB DATE- May 79

NOTE- 291p.

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)

DESCRIPTORS- *Compliance (Legal); *Disabilities; Elementary Secondary Education; *Eligibility; *Evaluation Methods; Federal Legislation; Guidelines; Models; *Referral; *Student Evaluation

IDENTIFIERS- *Education for all Handicapped Children Act

Four papers focus on implementation of protection in evaluation procedures (PEP) specified in P.L. 94-142, the Education for All Handicapped Children Act. Each of the authors commissioned to develop guidelines in PEP are represented: Reginald Jones ("Protection in Evaluation Procedures: Criteria and Recommendations"); Jane Mercer ("Protection in Evaluation Procedures"); James Ysseldyke ("Implementing the 'Protection in Evaluation Procedures' Provisions of P.L. 94-142"); and Ellis Page ("Tests and Decisions for the Handicapped"). The final section presents a summary of a 2-day panel meeting (representatives of state and local education agencies, universities, and the federal government) which examined issues such as the adequacy of child evaluations for eligibility and programming decisions, and offered recommendations regarding the development of technical assistance guides for local districts concerned with PEP. A five-page reference list is included. (CL)

ED 254 014 EC 171 723

Models of Exemplary Practices in Coordinating Special Education and Vocational Rehabilitation Services. Project Summary.

Russell (Harold) and Associates, Inc., Waltham, Mass.

SPONS. AGENCY- National Inst. of Handicapped Research (ED), Washington, DC.
PUB DATE- 84
NOTE- 22p.
CONTRACT- 300-83-0158
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Cooperative Programs; *Coordination; Demonstration Programs; *Disabilities; Educational Trends; Secondary Education; *Special Education; *Trend Analysis; Vocational Education; *Vocational Rehabilitation

The paper reviews trends in coordinated vocational programs for disabled youth and describes features of nine exemplary programs that coordinate special education and vocational rehabilitation services. Trends noted include emphasis on participation by handicapped students in vocational rehabilitation, inclusion of work experience programs in many cooperative programs, development of supported work programs to meet the needs of the severely handicapped, increase involvement of schools in vocational assessment activities, the identification of Supplemental Security Income as a disincentive to handicapped student participation in vocational programming, increased contact with vocational rehabilitation by schools, existence of a fear that the "Back to Basics" movement may threaten vocational programing for handicapped students. Each of the nine model programs are summarized in chart form with information on title, location, type of initiative (state or local), significant characteristics, and examples of staff position used. (CL)

ED 254 029 EC 171 738

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Tice, Terrence N.; Hanson, Janice L.
Impact of the Diagnostic Process on Parents of Infants and Preschool Children. Final Report.
Michigan Univ., Ann Arbor.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 84
NOTE- 24p.; Submitted to the Student Research Program.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Disabilities; *Educational Diagnosis; Infants; Models; *Parent Attitudes; *Parent Role; Preschool Education; *Psychological Evaluation; *Student Evaluation; Young Children

In an investigation of the impact of the psychological/educational diagnostic process on the parents of young children at risk for developmental delay, 18 families completed questionnaires and were interviewed concerning their child's evaluation. Transcribed interviews conducted 1-2 weeks after the evaluation and 4 months after the evaluations were analyzed to determine validity of predicted ratings. Data analysis addressed four areas: (1) identification of themes (including outside factors affecting parental reactions, parental relationships with the evaluator, parental involvement in the evaluation, and parents' perceptions of the validity of the child's performance); (2) comparisons across time; (3) parents' ratings of evaluation features, and (4) relationships between evaluation features and parent reactions (including the finding that parents with more involvement during the evaluation appeared to remember more information from the evaluation). Results were used to devise a model for developmental evaluations that seeks to meet parents' needs at the time of their child's evaluation. The model is designed to establish a comfortable relationship between the parent and the evaluator, convey clear and specific information to parents, and use information from parental observations in the evaluation findings. (CL)

ED 253 821 CG 018 024

Charnofsky, Stan
Bouncing Back: Erikson, Maslow and Recovery from Divorce.
PUB DATE- Apr 85
NOTE- 12p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counseling Techniques; *Counseling Theories; *Divorce; *Individual Needs; Models; Motivation; *Self Actualization
IDENTIFIERS- Erikson (Erik); Maslows Hierarchy of Needs

Counseling for recovery from divorce may be significantly enhanced if a general model of emotional health/deficiency can be applied. This article introduces an amalgam of Erik Erikson's developmental stages and Abraham Maslow's motivational hierarchy as a means of understanding the rigors of marital dissolution. The paradigm promotes client perception of motivational need-level as the primary phase in the re-ascent toward health and actualization. (Author)

ED 253 965 EA 017 550

Annual Estimated Minimum School Program of Utah School Districts, 1984-85.

Utah State Office of Education, Salt Lake City. School Finance and Business Section.

PUB DATE- Dec 84

NOTE- 136p.; Portions are printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Charts; Cost Estimates; *Educational Finance; Elementary Secondary Education; Equalization Aid; *Expenditure per Student; Expenditures; Program Administration; Program Budgeting; *Program Costs; School Accounting; State Agencies; *State Programs; State School District Relationship; Student Costs; Tables (Data); *Tax Allocation

IDENTIFIERS- *Utah; Utah State Office of Education

This bulletin presents both the statistical and financial data of the Estimated Annual State-Supported Minimum School Program for the 40 school districts of the State of Utah for the 1984-85 school year. It is published for the benefit of those interested in research into the minimum school programs of the various Utah school districts. A brief summary of the Utah state school finance program is followed by charts of uniform school fund revenue and expenditure projections, basic and voted leeway programs, and state funds for special purpose programs. Following are tables showing the estimated number of weighted pupil units and funds, arranged by programs. The program section is followed by a section that summarizes the total weighted pupil units, the total money, and all school tax levies. Only factual data are presented; no interpretations or comments are included. (TE)

ED 253 679 CE 040 633

Simms, Barron; Johnson, Boston
Agriculture--Agricultural Production 1, Seed Bed. Kit No. AG-105. Instructor's Manual and Student Learning Activity Guide. Revised.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 84
NOTE- 33p.; For an earlier version of this document, see ED 169 295. For other related documents, see CE 040 635.
GRANT- SC-5058-76-I-211-0330
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; Agricultural Skills; *Agronomy; Behavioral Objectives; Check Lists; Classroom Techniques; Guidelines; *Harvesting; Learning Activities; Lesson Plans; *Money Management; Occupational Information; Secondary Education; State Curriculum Guides; Teaching Methods; *Vocational Education

This two-volume set, consisting of an instructor's manual and a student learning activity guide, is designed for use in teaching vocational agriculture students basic agricultural production skills. Provided in the instructor's manual are guidelines concerning the duration of the activity; activity goals; a list of instructional objectives; a list of vocational clusters addressed during the activity; detailed guidelines pertaining to such areas of activity implementation as safety, materials needed, preparation prior to class, presentation of the lesson, and follow-up activities; an answer key; an occupational fact sheet; and a flow chart. The student learning activity guide includes an introduction; goals; directions; a list of materials needed; a series of instructional objectives and checkpoints dealing with seed planting, harvesting, and the need to wait until after harvest to pay crop-related bills; and descriptions of nine related occupations. (MN)

ED 253 735 CE 040 735

Berdeaux, Jack; Borden, Jill
The Adult Learner. A Handbook for Volunteer and New Adult Education Teachers.
Phoenix Union High School District, Ariz.
SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Adult Basic Education Div.
PUB DATE- Apr 84
NOTE- 25p.
AVAILABLE FROM- Jill Borden, 2333 North Dayton, Phoenix, AZ 85006 ($4.66).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adult Basic Education; Adult Education; Adult Literacy; Adult Programs; *Adult Students; *Andragogy; *Classroom Techniques; Disadvantaged; Economically Disadvantaged; *Educationally Disadvantaged; Guidelines; Inservice Teacher Education; Learning Activities; Literacy Education; *Student Motivation; Teaching Methods; Volunteers
IDENTIFIERS- 310 Project

This handbook was written to inform and raise questions among volunteers and paid staff who are new to teaching the undereducated adult learner. In its five sections the handbook discusses some of the more frequently observed characteristics of the undereducated adult, and the implications of these characteristics for adult education teachers as they work to create a supportive environment for profitable learning experiences for their students. The handbook also notes some important differences between adult and child learners, and presents some considerations and suggestions to increase the likelihood of a positive teaching/learning situation. (KC)

ED 253 748 CE 040 773

A Practical Guide to Job Club Instruction.

Marquette Area Public Schools, MI.

SPONS. AGENCY- Michigan State Dept. of Education, Lansing.

PUB DATE- 84

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Adult Education; *Adult Programs; *Clubs; Curriculum; Definitions; *Employment Opportunities; Evaluation Criteria; *Job Search Methods; Objectives; Postsecondary Education; Program Content; Program Development; Program Evaluation; Program Guides; Program Implementation; *Social Support Groups

IDENTIFIERS- *Job Club

This booklet is intended to serve as a resource for instructors who are beginning a job club program for their adult students. The following topics are addressed in the guide: the main purposes and activities of a job club, criteria for establishing the success of a job club, competency expectations for job club participants, job club assessment, how to set up a job club, curriculum for a job club, and curriculum guidelines. (MN)

ED 253 910 CS 504 851

Wright, David W.
The Nonverbal Communication Field Trip in Organizational Settings.
PUB DATE- Apr 85
NOTE- 6p.; Paper presented at the Annual Meeting of the Central States Speech Association (Indianapolis, IN, April 4-6, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Communication (Thought Transfer); Course Content; Education Work Relationship; *Field Trips; Higher Education; Interpersonal Communication; *Nonverbal Communication; Organizational Communication; *Speech Instruction; Teaching Methods

An effective communication learning experience is the nonverbal communication field trip in organizational settings. Objectives for this activity include defining and describing nonverbal areas such as "proxemics," "chronemics," "objectics," "kinesics," "haptics," and "vocalics," and to observe these areas in an organizational setting. The experience is also an opportunity for students to transfer new knowledge on nonverbal communication to individualized work and living environments. These objectives are accomplished in four stages: (1) a mini-lecture on the six nonverbal communication concepts prior to the field trip; (2) on-site observation for approximately an hour and a half at sites including campus buildings, shopping malls, and business offices; (3) group meetings to compare observations; and (4) extension of knowledge acquired through the field trip into the organizational settings in which the students normally work. This activity can be used in a variety of courses and is appropriate for diverse student populations. It can also serve as a flexible unit in nonacademic training sessions. The exercise sharpens students' observational skills, and exposes them to practical applications of communication theory. (HTH)

ED 253 981 EC 171 390

Beare, Paul L.
Regular Classroom Teachers' Attitudes toward Mainstreaming the Emotionally Disturbed: Can They Be Changed?
PUB DATE- 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Emotional Disturbances; *Inservice Teacher Education; *Mainstreaming; Secondary Education; *Teacher Attitudes

This study reviews the effects of training and service in a student advocacy program for Emotionally Disturbed (ED) children on attitudes of 16 secondary teachers toward ED children in the regular class. The intervention program involved 6 days of inservice training on working with ED students, delivered concurrent with the teachers' serving in an ED child advocacy role under the guidance of a supervising crisis teacher. Skills included ways to give negative feedback without hostility, life space interviewing, surface behavior management, and basic behavior modification concepts. Evaluation of teacher attitude revealed no significant change from pre to post test for either the experimental (N=16) or control (N=13) Ss. The implication of the study is that affecting teachers' attitudes once they are on the job is a very difficult task; there must be increased emphasis awareness and skills delivered on a preservice basis. (Author/CL)

ED 253 721 CE 040 713

Field Testing Selected Micro Computer Software.
ECO Northwest, Ltd., Helena, MT.
SPONS. AGENCY- Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.
PUB DATE- 15 Jun 84
NOTE- 15p.; For a related document, see CE 040 714.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Computer Oriented Programs; *Computer Software; Computer Storage Devices; *Field Tests; Management Information Systems; *Microcomputers; Program Development; Program Implementation; Programing; *Small Businesses; Word Processing
IDENTIFIERS- *Montana

As part of a study to test the feasibility of expanding computer use within the Montana business community, computer systems were field tested in four Montana small businesses. The four businesses were a newspaper, an advertising agency, a sheep and cattle ranch, and a private investment company. The companies employed from 3 to 20 persons. Three of the businesses purchased IBM PCs or XTs, while the fourth business leased its computer. Three of the businesses are using floppy disks for data storage. The software needs of the four businesses were identified through interviews with employees and managers. Based on specifications of the businesses, a literature search was conducted to determine the types of available software that would be suitable, and software packages were examined at computer stores to determine software compatibility with and suitability for the precise needs of each business. Employees were trained and each software system was field tested. The study showed that canned programs could be used for most needs of small businesses, thus keeping costs to a minimum. It was also found that persons who are not specially trained in the use of computers could be adequately trained to operate the systems through a short but intensive hands-on training period. However, the study also concluded that, although persons without former computer knowledge could operate the systems, a computer specialist was necessary in the early phases of adoption of a computer system. It was recommended that a computer specialist be consulted to assist a given business in determining the computer system that best suits the specific needs of that business. (KC)

ED 253 807 CG 018 010

Greenfield, Thomas K.; Duncan, Gregory M.

Evaluation of an Alcohol Abuse Prevention Program Correcting for Self Selection.

SPONS. AGENCY- National Inst. on Alcohol Abuse and Alcoholism (DHHS), Rockville, Md.

PUB DATE- Aug 84

NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-27, 1984). Data collection for this study was supported in part by funds provided for medical and biological research by the State of Washington Initiative Measure No. 171.

GRANT- NIAAA-HS4-AA05513

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Alcohol Education; College Students; Drinking; Higher Education; Longitudinal Studies; Place of Residence; Predictor Variables; *Prevention; *Program Effectiveness; *Research Problems; Social Environment

IDENTIFIERS- *Self Selection Bias

Self-selection bias poses a major threat to the validity of research findings in naturalistic, quasi-experimental, or single-group designs. A new method of addressing self-selection bias in naturalistic evaluations of prevention programs was implemented. The study, involving voluntary exposure to multicomponent interventions, was developed and applied to an evaluation of an alcohol abuse prevention program in which student participation in hall-based programs was conditioned by choice of where to live. A longitudinal mail survey of students in 1978 (N=274) and 1980 (N=197) assessed the impact of the alcohol abuse prevention program implemented in the intervening years. The effects of three interventions were compared: (1) alcohol education; (2) structured drinking environments; and (3) living group self-regulation activities. Choice of living environments and other variables were controlled. Outcome measures included alcohol consumption and alcohol-related problems. Results generally showed a lack of program impact. Aggregate levels of both drinking and problems differed substantially across living groups, and a strong selection rule was found predicting the probabilities of being in each living group. Problem drinkers did not avoid program exposure even though programs were offered in the living groups. The findings suggest that after correcting for possible self-selection bias, differences in alcohol consumption and problems must be accounted for primarily by sorting between living groups rather than by living group climate or other environmental factors. (JAC)

ED 253 837   CG 018 040

Moberg, D. Paul
Evaluation of Prevention Programs: A Basic Guide for Practitioners.
Wisconsin Clearinghouse, Madison.
SPONS. AGENCY- Wisconsin State Dept. of Health and Social Services, Madison.
PUB DATE- 84
NOTE- 33p.; Sponsored and funded by the Prevention Committee of the Division of Communnty Services.
AVAILABLE FROM- Wisconsin Clearinghouse, 1954 East Washington Avenue, Madison, WI 53704.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Data Collection; *Evaluation Methods; Evaluation Utilization; *Formative Evaluation; Guidelines; *Prevention; Program Effectiveness; *Program Evaluation; *Summative Evaluation

This guide is intended for professionals, laypersons, funding agents and others involved in planning and delivering local prevention services. Chapter 1 defines prevention, and differentiates between prevention strategies and programs targeted toward individuals or to general populations. Program evaluation and evaluation research are defined and basic concepts of program evaluation are identified. In chapter 2 specific uses of prevention program evalation are described and related to the concerns of those requesting the evaluation. Chapter 3 outlines nine recommended steps for planning and carrying out any program evaluation. Chapter 4 discusses ongoing monitoring systems, consumer satisfaction surveys, implementation analysis, and participant observation and qualitative interviewing as methods of program monitoring and process evaluation. Chapter 5 discusses uses of experimental control studies, uncontrolled follow-up studies, and pre- and post-test design strategies in outcome evaluation. Chapter 6 provides a summary including precautions for using program evaluation. A glossary of terms, a data collection instrument checklist, and sample monitoring forms are appended. (LLL)

ED 253 896 CS 504 833

Newburger, Craig Alan; Daniel, Arlie V.

Self-concept, Communication Apprehension and Self-confrontation: A Relational Study.

PUB DATE- May 85

NOTE- 24p.; Paper presented at the Annual Meeting of the International Communication Association (35th, Honolulu, HI, May 23-27, 1985). Additional data analyses reported in the addendum represent part of a current revision of this study involving collaboration between Craig Newburger and Linda Brannon.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; *Communication Apprehension; *Communication Research; Higher Education; Personality Development; *Personality Traits; *Public Speaking; Research Methodology; *Self Concept; Self Concept Measures; *Speech Instruction; Student Improvement

A study examined the relationship between the personality constructs of self-concept and communication apprehension and the use of self-confrontation (self-viewing of videotaped speeches) as a potential self-concept enhancement strategy. The question of whether the constructs of self-concept and communication apprehension overlap was investigated for both theoretical and empirical support, and both constructs were, additionally, related to the intervening self-confrontation variable. Subjects were 168 college students in a public speaking class who completed a self-concept scale, a report of communication apprehension, and a video confrontation scale at the beginning of the semester (before participating in public speaking activities in class) and again at the end of the semester (after each had delivered four in-class speeches). Each student was shown the videotape of his or her speech performances after each presentation. Results indicated that future speech communication self-concept research might benefit from a reexamination of the construct under consideration. Although self-concept is normally viewed as a "state" variable, the results suggested that the construct might be resistant to change in the limited communciation course context. Communication apprehension, a dimension of self-concept, however, was found to be susceptible to change in this setting. Public speaking appeared to be the intervening variable that invoked the change, while self-confrontation appeared to inhibit the reduction of apprehension. (FL)

ED 253 924 EA 017 484

Warren, Marion Kohashi
AID and Education: A Sector Report on Lessons Learned. A.I.D. Program Evaluation Report No. 12.
Agency for International Development (IDCA), Washington, DC.
REPORT NO.- AID-PN-AAL-034
PUB DATE- Jan 84
NOTE- 182p.
AVAILABLE FROM- AID Documentation and Handling Facility, 7222 47th Street, Suite 100, Chevy Chase, MD 20815 (Identification No. PN-AAL-034, $2.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works - Proceedings (021)
DESCRIPTORS- Agricultural Education; Cultural Traits; *Curriculum Development; *Developing Nations; Economic Development; Educational Finance; Educational Innovation; Elementary Secondary Education; Equal Education; *Foreign Countries; *Program Evaluation; *Teacher Education; Teaching Methods; Technical Education; Vocational Education
IDENTIFIERS- *Agency for International Development; Brazil; Colombia; Ecuador; Kenya; Korea; Nepal; Nigeria; Paraguay; Philippines; Thailand

Twelve United States Agency for International Development (AID) education projects were evaluated between 1980 and 1981. Four were in Asia (Philippines, Nepal, Thailand, Korea), two in Africa (Kenya, Nigeria), four in Latin America (Colombia, Brazil, Paraguay, Ecuador), and two in the Near East (Jordan, Afghanistan). The evaluations measured the extent to which selected, completed, AID-funded projects achieved their goals, and the extent to which these projects left a lasting imprint on the countries in which they were implemented. Descriptions of the AID-funded programs in the 12 countries are provided. The findings and analyses presented are suggestive, but not conclusive or definitive. They are presented under the following categories: (1) who benefited; (2) impact on institutions and institutional practices; (3) curriculum reform; (4) spread effects; (5) unanticipated impact; and (6) factors explaining effectiveness and impact (political/social strife; culture and commitment; economic conditions; financial, structural, and organizational constraints; agency/contractor performance, and cultural knowledge). Concluding that the impact of AID education projects over the past 30 years has been profound and widespread, the report points to the importance of improved educational services as they contribute to reducing birthrate, improving health services, increasing agricultural productivity, and changing group and individual attitudes. Two appendixes include the individual project data sheets and the proceedings of the education-sector impact evaluation conference where the findings were presented and discussed. Also included are a short bibliography and seven tables. (MD)

ED 254 044 EC 172 004

Rehabilitation Act of 1973 as Amended through February 22, 1984 by Public Law 98-221.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 84

NOTE- 83p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Disabilities; *Federal Legislation; Federal Programs; *Vocational Rehabilitation

IDENTIFIERS- *Independent Living; *Rehabilitation Act 1973 Amendments 1984

The booklet presents the text of the Rehabilitation Act of 1973 as amended by P.L. 98-221 in 1984. The act is intended to develop and implement comprehensive programs of vocational rehabilitation and independent living. The text addresses seven major titles within the act (sample subtopics in parentheses): (1) vocational rehabilitation services (innovation and expansion grants); (2) research (National Institute of Handicapped Research); (3) supplementary services and facilities (special projects including reader services for the blind and interpreter services for the deaf); (4) National Council on the Handicapped; (5) Miscellaneous (Architectural and Transportation Barriers Compliance Board); (6) employment opportunities for handicapped individuals (community service employment programs and projects with industry); and (7) comprehensive services for independent living (independent living centers). (CL)

ED 253 654 CE 040 540

Waller, Patricia F.

Spitting in the Ocean: Realistic Expectations of the Impact of Driver Alcohol Education and Rehabilitation Programs on the Problem of Drunk Driving.

PUB DATE- Aug 83

NOTE- 25p.; Paper presented at "DWI Reeducation and Rehabilitation Programs Revisited: Successful Results and Future Plans" (San Diego, CA, August 15-16, 1983).

AVAILABLE FROM- University of North Carolina Highway Safety Research Center, CTP, 197A, Chapel Hill, NC 27514 ($3.00).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Education; Advertising; *Alcohol Education; Alcoholism; Drinking; *Driver Education; *Drug Rehabilitation; Educational Objectives; Educational Research; *Evaluation Criteria; Influences; *Outcomes of Education; Postsecondary Education; *Program Effectiveness; Program Evaluation; Public Policy; Research Problems; Social Influences

IDENTIFIERS- *Drunk Driving; Impact Studies; North Carolina

Alcohol education and rehabilitation programs are widely accepted as an integral part of the enforcement of drunk driving laws; however, careful evaluations of these programs generally fail to show subsequent beneficial effects on traffic crashes. This fact is due in part to the many barriers to conducting sound program evaluations and in part to the existence of a number of other factors that affect how successful educational and rehabilitative efforts are likely to be. Included among such factors are the great difficulties associated with changing human behavior, the growing evidence of biological differences in the response to alcohol, and the societal context in which rehabilitation takes place. Alcohol advertising, government dependence on alcohol revenues, and the portrayal of alcohol consumption on television all combine to create a message that contradicts the thrust of alcohol education and rehabilitation programs. Programs to rehabilitate the drinking driver will be most effective when it is recognized that society as a whole is instrumental in contributing to the problem of drunk driving and when it is acknowledged that one unit of alcohol education cannot begin to counteract effectively years of exposure to messages contrary to the content of such education and rehabilitation programs. (MN)

ED 253 707 CE 040 687

Farmer, Edgar I.

The Use of Computer Software to Teach High Technology Skills to Vocational Students.

PUB DATE- Dec 84

NOTE- 14p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academically Gifted; College Freshmen; Comparative Analysis; *Computer Software; English; High School Students; Junior High School Students; Language Skills; Mathematics Skills; *Media Selection; Postsecondary Education; *Publishing Industry; Secondary Education; Slow Learners; Technical Education; *Technological Advancement; Trade and Industrial Education; *Vocational Education

A study examined the type of computer software that is best suited to teach high technology skills to vocational students. During the study, 50 manufacturers of computer software and hardware were sent questionnaires designed to gather data concerning their recommendations in regard to: software to teach high technology skills to vocational students; software programs for academically gifted students and for slow learners; courseware to teach math and English skills to middle and high school students and also to college students; and company college gift policies. Eighteen completed surveys (36 percent of those originally mailed out) were usable for the study. The individual programs recommended for use in each of the aforementioned areas were compiled into lists organized by skill area. It was concluded that the Apple Computer Company is addressing the high technology needs of students. The Unix System V, a trademark of AT&T Bell, was also determined to be a state-of-the-art system in the eyes of those surveyed. This multipurpose system for text processing, database management, and networking is used by many major universities and industries across the Nation. (The addresses of companies contacted during the survey is appended to this report.) (MN)

ED 253 749 CE 040 775

Cantor, Jeffrey A.
A Local Industry Solves Its Training Needs: A Cooperative Training Venture that Works.
PUB DATE- 30 Mar 85
NOTE- 12p.; Paper presented at the National Conference on Technical Education of the American Technical Education Association (Charleston, SC, March 30, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Planning; *Cooperative Programs; Coordination; Curriculum Development; Educational Cooperation; Entry Workers; Federal Aid; Financial Support; *Industrial Training; Industry; Job Training; Labor Needs; Postsecondary Education; Program Costs; Program Development; Program Effectiveness; *Regional Cooperation; Regional Programs; *School Business Relationship; Semiskilled Workers; *Trade and Industrial Education
IDENTIFIERS- Comprehensive Employment and Training Act; Job Training Partnership Act 1982; *Maritime Trades Program; *Shipbuilding

The Maritime Trades Program is a cooperative training program that was established through the joint efforts of 14 shipyards in the Tidewater area of Virginia. Established in 1980, the program originally operated under the guidelines imposed by the Comprehensive Employment and Training Act (CETA). Now, however, the program operates in accordance with Job Training Partnership Act (JTPA) rules and regulations. The 12-week program, which involves 4 hours of classroom instruction and 4 hours of hands-on training daily for 5 days each week, operates at a cost of $2,160 per student and serves 30 students per session. The program, which is designed to train entry-level employees for the participating shipyards, provides training in the following trade areas: sandblasting, painting, welding, shiplifting, pipefitting, machining, electrical work, and fiberglass handling. The program has succeeded in achieving and maintaining a 95 percent placement rate for program completers. (MN)

ED 253 763 CE 040 815

Stamps, Margaret McDonnall
Office Occupations Cluster Brief. Clerical Cluster. Vocational Education in Oregon.
Oregon State Dept. of Education, Salem.
PUB DATE- Nov 84
NOTE- 15p.; For related documents, see ED 250 572 and CE 040 810-820.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; *Clerical Occupations; Clerical Workers; *Course Content; Course Organization; *Criteria; Curriculum Development; *Educational Objectives; Educational Planning; Occupational Clusters; *Office Occupations Education; Program Descriptions; Program Development; Program Improvement; Secondary Education; State Curriculum Guides; State Programs; *Statewide Planning; Typewriting; Vocational Education
IDENTIFIERS- *Oregon

This guide sets forth minimum approval criteria for clerical training in office occupations education programs in Oregon. The information in the guide is intended for use by district-level curriculum planners, teachers, regional coordinators, or state education department staff involved with new program development or revisions of existing programs. The guide outlines the instructional content of clerical office occupations education programs in terms of program descriptions, areas for training, program goals, course/content goals, and sample performance objectives. Descriptions are given of the following course titles: Office Procedures, Typing, Office Machines, Bookkeeping/Accounting, Business Communications, and Cooperative Work Experience. A section on organizational options is designed to illustrate a few of the many ways to deliver the minimum instructional content required for an approved vocational cluster program. Content is illustrated by course titles for the instructional levels to recognize that students from different grades may enroll in one or more levels of a program. (KC)

ED 253 792 CG 017 995

Moore, William S.
The Maryland Career Course. Stage/Style Interactions: The Perry Scheme and the Myers-Briggs Type Indicator. Brief Report #3.
PUB DATE- 83
NOTE- 29p.; For related document, see CG 017 994.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Planning; *Cognitive Development; *Cognitive Style; Comparative Analysis; Course Content; Higher Education; Personality Traits; Undergraduate Students
IDENTIFIERS- Measure of Intellectual Development; *Myers Briggs Type Indicator; *Perry Developmental Scheme; University of Maryland College Park

The Maryland career course is a one-credit career planning course for undecided undergraduates based on William Perry's (1970) model of intellectual and ethical development. The Perry model can be described using four major and sometimes overlapping divisions which represent a series of positions on learning, i.e., Dualism, Multiplicity, Contextual Relativism, and Commitment within Relativism. Data were collected on the students enrolled in the course using the Measure of Intellectual Development (MID) which assesses the intellectual dimension of Perry's scheme. The results of pre- and post-tests indicated that over 40 percent of the sample showed some increase in cognitive complexity, and that seniors increased dramtically compared to the other groups, suggesting that they are most able to respond to the challange of the course. Students also completed the Myers Briggs Type Indicator, which indicates personality type and the process by which people perceive and judge information along four diemnsions: Introversion-Extraversion, Sensing-Intuiting, Thinking-Feeling, and Judging-Perceiving. Comparisons of students' MID and MBTI scores showed that there seems to be a strong tendency for Intuitives, particularly Intuitive/Perceiving types, to be found more frequently at higher levels of cognitive complexity, while Sensors and Judgers tend to be found less often at those same levels. Analysis of the stage/style interactions in cognitive development shows obvious overlap between the two frameworks. (Data tables, overviews of the Myers-Briggs Type Indicator and the Myers-Briggs Learning Styles, and Career Exploration worksheets are appended.) (LLL)

ED 253 822 CG 018 025

Zevon, Michael A.; And Others
The Effects of Self-Initiated Activity and Appraisal on Mood.
PUB DATE- Aug 84
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activities; College Students; *Expectation; Higher Education; *Individual Power; Negative Attitudes; *Participant Satisfaction; Self Evaluation (Individuals)
IDENTIFIERS- *Moods

Self-initiation of activities by individuals may have an affect on their mood. To study the relationship between the appraisal of self-initiated activities and dimensions of positive or negative affect 36 graduate students (22 female and 14 male) engaging in a total of 202 activities appraised dimensions of the activities and responded to a 60-adjective Mood Checklist (M. A. Zevon and A. Tellegen) before and after each activity. Activities reported were academic, leisure, work related, daily living, and miscellaneous pursuits. Results showed that the expectation of pleasure and control over participation appraisal dimensions were important in accounting for post-activity positive affect but not for post-activity negative affect. The subject's usual level of enjoyment in the activity was not an important contributor to post-activity positive affect. Overall, the results lend support to the distinction between self-initiated and prompted engagement in activity and their effects on mood. (BH)

Bruinsma, Robert W.
What Children Should Know about Print and Language before They Begin to Read.
PUB DATE- 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Language Acquisition; Linguistics; Literacy; *Prereading Experience; Preschool Education; *Reading Instruction; *Reading Readiness
IDENTIFIERS- *Print Awareness; *Reading Writing Relationship

Reading readiness activities should lead to awareness and skills that will bring a child to a point on the reading acquisition continuum where he or she will be ready to benefit from more rigorous and formally structured activities in the classroom. Children's awareness of the following five aspects of language and literacy are helpful, if not crucial, to the attainment of this goal. The first aspect is an awareness of the oral language-written language relationship. This is fostered indirectly when children observe that significant others in their lives pay a great deal of attention to print, and is fostered directly by explicitly drawing a child's attention to the existence of print in his or her environment. The second aspect is an awareness of the purpose and structure of books. The lap technique, in which children are first held in their parents' laps while being read to, and then begin taking the book and sitting with it by themselves fosters this awareness. The third aspect is an awareness of the directional conventions of print. Helping children gain an awareness of the two different sides of their bodies will help them master the left to right, top to bottom conventions of English print. The fourth aspect is an awareness of the "sounds" of language. Repetition, rhythm, and rhyme in children's stories and tales introduce them to the phonetic character of English. The fifth and last aspect is an awareness of the meaning of the "reading instruction register." This includes linguistic terms, such as word, letter, sound, sentence, beginning, end, and punctuation terms. (HTH)

ED 253 867 CS 208 761

Dusel, William J.

Determining an Efficient Teaching Load in English. A Report to Secondary School Administrators, Based on a Study Sponsored by the California Council of Teachers of English.

Illinois Association of Teachers of English, Urbana.

PUB DATE- Oct 55

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Class Size; Educational Research; Elementary Secondary Education; English Teacher Education; *Teacher Effectiveness; *Teacher Responsibility; *Teaching Load; Work Environment; *Writing Evaluation; *Writing Instruction; Writing Research

IDENTIFIERS- California

To determine the best means of improving the effectiveness of classroom English teaching, the reasonableness of the present teaching load, and the adequacy of teacher education programs, 430 experienced teachers, representing 150 communities throughout California, were asked to report on their own professional preparation in English, their departmental organization, objectives, teaching responsibilities and pupil load, working conditions, texts, library facilities, and methods of evaluation. They also marked samples of high school pupils' compositions and timed their work. These findings were used to determine how much time is required of an English teacher to develop pupils' competence in written composition. The findings suggest that the amount of time needed by the English teacher to supervise pupils' writing practice varies directly with the effectiveness of the supervision. Furthermore, teachers reported great difficulty in reading and marking compositions during school hours, since so-called "free periods" are used for extracurricular affairs. It was recommended that full-time English teachers be assigned a teaching load of four daily one-hour classes of 25 pupils each. English teachers would also be assigned two daily one-hour composition-reading periods interspersed among the class hours to be used primarily for reading and marking the required compositions. Such a program would give English teachers a work week of from 40 to 45 hours, a load comparable to that of teachers in other subjects. (HOD)

ED 253 882 CS 208 788

Pedersen, Elray L.
Computerized Personal Comments for Student Discourse.
PUB DATE- Nov 84
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (74th, Detroit, MI, November 16-21, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Managed Instruction; *Computer Software; *Grading; Higher Education; Program Effectiveness; *Teacher Response; *Writing Evaluation; Writing Improvement; *Writing Instruction

COMMENTS is a computer program written in Basic language for an IBM PC and a file which stores observations and questions and prints teacher comments on a personalized comment sheet produced for each student paper, mostly by using three-letter codes. To use the program, the teacher first reads the student paper, noting spelling errors and needed improvements, asking questions, and commenting briefly. The teacher next considers strengths and weaknesses and then inserts the COMMENTS floppy disk into the disk drive of the computer and tells the computer to run the program. In COMMENTS, 12 different attributes of student writing form the core for possible comments--purpose, content, organization, thesis, unity, clarity, mechanics, grammar and usage, development, paragraphing, word choices, and overall effectiveness. In addition, a letter grade can be printed along with the comments. If the teacher wants to write something to a student that is not stored in the computer program, he or she can simply type 998, a code that causes the computer to write as a typewriter. With COMMENTS there are time and space enough to praise and commend, to strengthen and reinforce, to point out the effective, and to indicate the inappropriate.(HOD)

ED 253 938 EA 017 514

Hansen, Kenneth H.
Grassroots Excellence: Problems and Progress.
Northwest Regional Educational Lab., Portland, OR. Northwest Center for State Educational Policy Studies.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 84
NOTE- 21p.; Observations prepared for the Urban Superintendents and Chief State School Officers of the Northwest and Pacific.
CONTRACT- 400-83-0005
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; Centralization; Educational Attitudes; *Educational Change; *Educational Strategies; Elementary Secondary Education; Equal Education; *Organizational Climate; Organizational Communication; *Program Effectiveness; School Community Relationship; *State School District Relationship; Teaching (Occupation)
IDENTIFIERS- *Excellence in Education

The educational "excellence" movement is hindered by inconsistencies between goals and action and by difficulties in translating national and state goals into local policy; nonetheless, progress has occurred. Examples of "voodoo excellence," in which proposed policies will likely work against their stated objectives, are widespread. While advocating excellence for all students, states raise standards beyond the reach of many. Likewise, broad humanistic studies are advocated, yet in practice schools increasingly emphasize rote learning. States are lengthening time in school without considering the use of time; they propose to make teaching a more attractive profession but use inadequate, demeaning, and divisive means to do so. Promises of equity contrast with increasing gaps between advantaged and disadvantaged students, and endorsements of community involvement contrast with increasing centralization. Moreover, certain "anomalies" arise as state programs filter down to the grassroots. These include endemic complacency in school districts, reform proposals that stress structural and programmatic change but overlook instructional change, and widely varying viewpoints. Despite these obstacles, the public's awareness of and confidence in education have increased, as have aspirations for and expectations of children; finally, belief in the importance of thorough student assessment has spread, and the social status of teaching has risen. (MCG)

ED 253 952 EA 017 533

Gray, Peter J.

Microcomputers and Evaluation. Evaluation Guides: Guide Number 1.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 84

NOTE- 9p.

CONTRACT- 400-80-0105

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Computer Graphics; *Computer Software; Databases; Data Collection; Data Processing; *Evaluation Methods; *Microcomputers; *Research Design; *Research Projects; Statistical Analysis; Word Processing

The potential uses of microcomputers in evaluation research are discussed in this pamphlet. At the beginning, a matrix is provided showing the relationship between the steps in the evaluation research process and common types of computer software. Thereafter, the guide is organized sequentially around the evaluation research activities that are listed down the side of the matrix: (1) proposals and planning, (2) study management, (3) data collection, (4) data analysis and interpretation, and (5) reporting. The discussion relates the characteristics of the different types of programs and their utility to each of these steps in the evaluation research process. Types of software discussed in relation to these activities include word processing, databases, test generation, calculations/statistics, graphics, and telecommunications/networking programs. (TE)

ED 253 966 EA 017 552

Sawyer, Kimberly A.

The Right to Safe Schools: A Newly Recognized Inalienable Right.

National School Safety Center, Sacramento, CA.; Pepperdine Univ., Malibu, Calif.

SPONS. AGENCY- Department of Justice, Washington, D.C. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 84
NOTE- 42p.; Reprinted from: The Pacific Law Journal; v14 n4 p1309-41 Jul 1983.
AVAILABLE FROM- Publications, National School Safety Center, 7311 Greenhaven Drive, Sacramento, CA 95831 (single copies free).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Rights; Constitutional Law; Court Litigation; Discipline Problems; Drug Abuse; Educational Environment; Elementary Secondary Education; *Equal Protection; *Legal Responsibility; Public Schools; School Districts; School Law; School Personnel; *School Responsibility; *School Security; School Vandalism; *State Legislation; *Victims of Crime
IDENTIFIERS- California; *Victims Bill of Rights (California 1982)

California's Proposition 8, known as "The Victims' Bill of Rights," contains a safe-schools provision that states: "All students and staff of primary, elementary, junior high and senior high schools have the inalienable right to attend campuses which are safe, secure and peaceful." Through extended reference to federal and state case law, this legal comment attempts to prove that this "inalienable" right to safe schools is much more than a statement of policy. The following legal analysis is established. The constitutional amendment gives students and staff members of public schools the right to school campuses free of crime and violence. That right is enforceable by the California courts without implementing legislation. The courts should enforce the provision by imposing on school districts an affirmative duty to make their schools safe. An increase in costs for school districts should not bar the courts from imposing that duty. After establishing that the right to safe schools is fully enforceable by the courts, the comment suggests two possible damage remedies, one based on tort law and one based on the state constitution. (MLF)

ED 253 982 EC 171 391

Rhodes, Sharyn S.; Long, Lynette N.
Latchkey and Learning Disabled: Some Problems to Consider.
PUB DATE- 83
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Secondary Education; *Learning Disabilities; *Self Care Skills
IDENTIFIERS- *Latchkey Children

Learning disabled children make up part of the population of "latchkey children," those who spend all or part of their before and after school hours alone. These learning disabled latchkey children experience special problems because of their unique learning and behavior characteristics. The paper discusses the specific problems facing learning disabled children in self-care experiences, including heightened levels of fear, difficulty in dealing with large amounts of unstructured time, social isolation and inadequate problem-solving strategies. The learning disabled child in self-care is at risk when alone and without set routines, explicit instructions and alternative procedures. If possible it is better for learning disabled children to be in the care of others; if not, they will need additional support and guidance to stay alone, even for short periods of time. (CL)

ED 253 999 EC 171 708

LRE: Developing Criteria for the Evaluation of the Least Restrictive Environment Provision. Exploring Issues in the Implementation of P.L. 94-142.

LINC Resources, Inc., Columbus, Ohio.; Research for Better Schools, Inc., Philadelphia, Pa.

SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

PUB DATE- May 79

NOTE- 236p.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)

DESCRIPTORS- *Compliance (Legal); *Disabilities; Elementary Secondary Education; Federal Legislation; *Mainstreaming; Models; Program Implementation; *Student Placement

IDENTIFIERS- *Education for All Handicapped Children Act

Four commissioned papers on approaches to implement the least restrictive environment (LRE) provision of P.L. 94-142, the Education for All Handicapped Children Act, are presented. The authors were asked to develop criteria applicable to the local level and appropriate to a variety of contexts. Papers are presented from the following authors: Sheila Lowenbraun and James Affleck ("Least Restrictive Environment"); Gregory Aloia ("Assessment of the Complexity of the Least Restrictive Environment Provision of Public Law 142"); Jay Gottlieb ("Placement in the Least Restrictive Environment"); and Thomas Gilhool and Edward Stutman ("Integration of Severely Handicapped Students"). Responses to the papers of a panel of educators are presented in terms of such topics as letter vs. spirit of the law, the goal of LRE provision, and the implementing regulations. Recommendations regarding the development of guides or models offering self-study strategies to local education agencies are offered. A three-page reference list is included. (CL)

ED 254 015 EC 171 724

Brooks, Patricia R.

A Teacher's Guide for Project STEP: Strategies for Targeting Early Potential.

Prince George's County Public Schools, Upper Marlboro, Md.
PUB DATE- 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Differences; *Gifted; Grade 1; Kindergarten; *Minority Groups; Primary Education; Recordkeeping; Student Characteristics; *Talent Identification
IDENTIFIERS- *Strategies for Targeting Early Potential

The manual describes implementation of Project STEP (Strategies for Targeting Early Potential), designed to identify potentially gifted minority children in kindergarten and grade 1. The objective is an enriched educational program with which to identify students whose language, cultural, or economic differences may limit the validity of traditional gifted identification measures. Five parameters which may be exhibited by the potentially gifted pupil are examined: learning, motivation, leadership, creativity, and adaptability. Methods of documenting observations are described, including the annotated record and the SOAP Note (Situation, Observation, Assessment Plan). A final section covers ways in which Project STEP materials (task cards, manipulatives, and checklists) may be incorporated into the curriculum. Sample checklists and recording forms are appended. (CL)

ED 254 030 EC 171 739

An Analysis of the Impact of Instructional Time within Different Service Delivery Systems on the Academic Achievement of Mildly Handicapped Children. Final Report.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 83
NOTE- 349p.; Document contains sections that are marginally legible.
GRANT- G008001876
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Achievement; *Classroom Techniques; Computer Managed Instruction; *Delivery Systems; Elementary Education; Emotional Disturbances; Learning Disabilities; Mathematics Achievement; *Mild Disabilities; Mild Mental Retardation; Reading Achievement; *Teaching Methods; *Time on Task

This final report describes a 3-year project which investigated the relationship between academic learning time (ALT) and achievement in reading and mathematics of mildly handicapped students within the context of different special education delivery systems. Subjects were 24 educably mentally retarded, learning disabled, and emotionally disturbed students, aged 7-13 years, in grades 1-5. During the first one and a half years, descriptive data were collected to determine the amount and kinds of ALT to provide. During the last one and a half years, interventions based on the results were carried out and evaluated. The relationship of increased direct instruction to increased academic engagement was reported as the most dramatic overall ALT finding. Section 1 of the document consists of the text of a teacher's manual summarizing the research findings and suggesting strategies for increasing ALT and student academic achievement. Sections 2, 3, and 4 present a review of the literature, a summary description of project activities and methodology, and results and discussion. In section 5, conclusions and limitations are discussed, and questions for further research are posed. Appendices include: (1) Academic Learning Time Observation System (ALTOS) coding forms; (2) ALTOS Observer Reference Manual; (3) ALTOS Reference Manual for Teacher Logs; (4) sample teacher printout and directions; and (5) source listing of BASIC programs. (JW)

ED 253 667 CE 040 609

Herdin, Terry; Stanley, Dale

Job Roles in Human Services. Volume 2: Social Worker. Task Analysis in Human Services Special Project.

Camosun Coll., Victoria (British Columbia). Div. of Coll. Resources.

SPONS. AGENCY- British Columbia Dept. of Education, Victoria.; British Columbia Dept. of Human Resources, Victoria.

PUB DATE- Mar 82

NOTE- 168p.; For Volumes 1-8, see CE 040 608-615.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Administration; Administrative Principles; Adult Education; Advocacy; Behavioral Objectives; Caseworker Approach; Child Welfare; Client Characteristics (Human Services); Competency Based Education; Core Curriculum; *Counseling Techniques; Counselor Client Relationship; *Counselor Training; Courts; Crisis Intervention; Delivery Systems; Economics; *Educational Needs; Evaluation Methods; Family Counseling; Foreign Countries; Foster Care; Foster Family; Hearings; Higher Education; *Human Services; Individual Development; Job Analysis; Job Skills; Occupational Information; Parent Education; Public Policy; *Social Workers; Welfare Agencies; *Welfare Services

IDENTIFIERS- British Columbia

This book of objectives, one of a series designed to provide a competency-based analysis of employment categories in human services, deals with the core competencies necessary for social workers. Addressed in the individual sections of the volume are the following skill areas: counseling, income assistance, administration, courtwork, government and economics, self-management, group and community needs, human development, assessment, casework, and crisis intervention. Each section contains a main objective and a series of enabling objectives that are cross-referenced to evaluation criteria and to independence and importance rating scales. The independence scale indicates the degree of supervision that an individual could expect when performing the job task. The scale of importance designates each objective as being either prerequisite (i.e., knowledge or skills that individuals must bring with them to be adequately prepared for the job role), critical (i.e., objectives that are essential to competent performance on the job--areas of skill or knowledge that individuals must possess to develop during their work experience), or enrichment (i.e., objectives that are not essential but add to a comprehensive understanding of the job and more flexible and skillful job performance). Also included in the volume is a discussion of the method used to identify the objectives. (MN)

ED 253 680 CE 040 635

Simms, Barron; Johnson, Boston
Agriculture--Forestry, Biltmore Stick. Kit No. AG-107. Instructor's Manual and Student Learning Activity Guide. Revised.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 84
NOTE- 52p.; For related documents, see CE 040 633.
GRANT- SC-5058-76-I-211-0330
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; Agricultural Skills; Behavioral Objectives; Check Lists; Classroom Techniques; *Forestry; Forestry Aides; *Forestry Occupations; Guidelines; Job Skills; Learning Activities; Lesson Plans; Occupational Information; Secondary Education; State Curriculum Guides; Teaching Methods; *Trees; *Vocational Education

This two-volume set, consisting of an instructor's manual and a student learning activity guide, is designed for use in teaching vocational agriculture students basic forestry skills. Provided in the instructor's manual are guidelines concerning the duration of the activity; activity goals; a list of instructional objectives; a list of vocational clusters addressed during the activity; detailed guidelines concerning such areas of activity implementation as safety, materials needed, preparation prior to class, presentation of the lesson, and follow-up activities; an answer key; and an occupational fact sheet. The student learning activity guide includes an introduction, goals, directions, a list of materials needed, a series of instructional objectives and checkpoints dealing with estimating tree heights and diameters and the nature and scope of various forestry-related occupations; and descriptions of five related occupations. (MN)

ED 253 694 CE 040 674

Lambert, Maureen S.; Clayton, Kermeta Kay
Preparation of Undergraduate Home Economics Education Majors for Career Alternatives.
PUB DATE- Dec 84
NOTE- 12p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Career Development; Career Education; *College Graduates; *College Programs; College Role; *Employment Opportunities; Employment Projections; Extension Agents; Higher Education; *Home Economics Education; Home Economics Teachers; Job Training; Labor Needs; Occupational Information

This study was conducted (1) to identify the methods used by land-grant institutions to increase the career awareness of home economics majors and (2) to identify the specific minors, options, or emphasis areas that are being implemented at these institutions to increase the career alternatives of home economics education majors. A questionnaire was sent to the head home economics educator at 67 land-grant institutions in the United States, with a return of 82 percent (69 percent usable). The results of the survey indicated that 50 percent of the 1982-83 home economics education majors secured teaching positions following graduation, and 8.2 percent secured positions with the Cooperative Extension Service. Head teacher educators at two-thirds of the institutions reported that their programs were not designed to prepare home economics education majors to enter positions other than teaching and/or the cooperative Education Service. The other third indicated that their programs primarily included preparation for employment in business or community and adult education, and/or gerontology practice. Methods used to inform students of career alternatives were advising, guest speakers, student organizations, career reports, brochures, interviewing home economists, observations, and placement services. The study concluded that students are still attracted to home economics education programs for the primary purpose of being prepared to teach, and that teaching, along with the Cooperative Extension Service, is what the programs are preparing them to do. (KC)

ED 253 736 CE 040 736

Blank, William E.

Going from Traditional to CBE without Going Crazy.

PUB DATE- 1 Dec 84
NOTE- 17p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1, 1984). Some sample materials are marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Competency Based Education; Conventional Instruction; *Curriculum Development; *Guidelines; Individualized Instruction; Large Group Instruction; Lecture Method; Postsecondary Education; *Program Development; *Program Implementation; Secondary Education; Student Motivation; Teaching Methods; Vocational Education

This paper outlines a method of transforming traditional learning methods into a competency-based approach in a series of steps. The paper is organized in three sections. The first section defines competency-based education (CBE) and explains how this approach differs from traditional education. It also advances reasons why the competency-based approach is superior to traditional methods. In the second section, the paper outlines the steps to be taken to make the transition to CBE. These steps include focusing instruction on specific competencies (tasks) rather than on content or material, and shifting from large-group instruction delivered by or dependent on the instructor to a modularized, well packaged and well mediated approach in which students can master each task at their own pace before going on to the next. The final section deals with management concerns and approaches in competency-based learning, such as planning each student's work, keeping up with daily and weekly progress, and organizing and managing the facility (learning resource center). Samples of instructional materials and administrative materials are included in the outline. (KC)

ED 253 777 CG 017 979

Camp, Cameron J.; Pignatiello, Michael F.

Utilization of Fact Retrieval and Inferential Reasoning in Young, Middle-Aged, and Elderly Adults.

SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.
PUB DATE- Mar 84
NOTE- 20p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).
GRANT- R01-AG-02427-01A1-BES
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Aging (Individuals); Middle Aged Adults; Older Adults; *Recall (Psychology); Young Adults
IDENTIFIERS- *Inferential Reasoning

World knowledge is defined as information that is acquired by adults from life experiences. To investigate question answering processes involving world knowledge systems, 120 young, middle-aged and older adults were given questions intended to induce either fact retrieval or inferential reasoning. Multiple-choice and true/false formats were used. The number of correct responses, response time, and subjects' confidence in their responses were recorded. Results showed that the questions elicited appropriate differential cognitive processes for all ages and that both types of cognitive processes were slowed by aging. Older adults, however, were as confident or more confident in their responses than younger adults. The evidence indicates that older adults can accurately and effectively use both fact retrieval and inferential reasoning from world knowledge systems as long as their working memory capacity is not strained. (Author/LLL)

ED 253 838 CG 018 041

Wright, Janet M.
Chemical Dependency and Violence: Working with Dually Affected Families. A Cross-Training Program Manual for Counselors and Advocates.
Wisconsin Clearinghouse, Madison.
SPONS. AGENCY- Wisconsin Clearinghouse for Alcohol and Other Drug Information, Madison.
PUB DATE- 82
NOTE- 141p.
AVAILABLE FROM- Wisconsin Clearinghouse, 1954 East Washington Ave., Madison, WI 53704.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advocacy; *Alcoholism; *Battered Women; Child Abuse; Counselors; *Counselor Training; *Drug Abuse; *Drug Addiction; Family Problems; *Family Violence; Incest; Legal Problems; Skill Development; Training Methods

This manual is designed as a cross-training program guide for counselors working in the fields of woman abuse and chemical dependency. (A cross-training program is a system for one (or more) agency personnel to train each other in their respective areas of expertise.) Chapter 1 discusses the rationale and goals of a cross-training program; issues in program implementation including participant resistance, and motivation; and the function of the group facilitator and the function and goals of the group. The remainder of the manual is divided into two sections, one on woman abuse and one on chemical dependency. Each section contains materials for approximately 18 hours of training divided into nine or ten sessions. The nine sessions on woman abuse include four sessions of basic information emphasizing the connection of woman abuse with alcohol and other chemical dependency (to be used sequentially), and sessions on men who batter, legal issues, children from violent homes, child abuse/incest, and wrap-up. The sessions on chemical dependency include introduction to chemical dependency and other drug abuse, assessment and intervention, the family illness and family violence, children from dependent families, women chemical abusers, fetal alcohol syndrome, a group approach to chemical dependency, and the wrap-up session from section one. The format for the sessions consists of statement of purpose, session outlines and objectives, instructions for the trainer, and references. The appendices provide evaluation forms, pre- and post-tests, a list of recommended films, and handouts. (MCF)

ED 253 911 CS 504 852

Hunt, Ruth
A Call for the Study of Negotiation.
PUB DATE- 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Arbitration; *Conflict Resolution; Course Content; *Educational Needs; Education Work Relationship; Higher Education; *Problem Solving; Secondary Education; Simulation; *Speech Communication; *Speech Curriculum; Teaching Methods
IDENTIFIERS- Theory Practice Relationship

Since negotiations are continually taking place around the world, speech communication departments would be wise to update their curricular offerings by adding a course in negotiation theory and practice, or by supplementing courses with a unit in negotiation. An initial technique for introducing students to negotiation involves brainstorming. As a class or in groups, students could list examples of situations in which negotiation, in some form, frequently occurs. Next, they could examine recent situations in which they have personally negotiated, analyzing what occurred and why. The second step, incorporating both theory and practice, should examine four of the theoretical perspectives of negotiation: personality approach, the economic or learning model, strategic analysis, and process analysis. Students could examine research concerning each perspective and later incorporate those findings into their own negotiations. The third step involves the use of simulation to provide opportunities for practicing and developing the negotiation skills. Regardless of type of simulation used, the critical factor is the follow-up analyses in each negotiation so that students can relate their own verbal and nonverbal behaviors and the negotiation outcomes to the theories and principles already studied.(HOD)

ED 254 045 EC 172 005

Keister, Douglas Charles
Epilepsy, Anticonvulsants and Cognitive Functions in School Students.

PUB DATE- 19 Apr 84
NOTE- 20p.; Paper presented at the Conference of the National Association of School Psychologists (Philadelphia, PA, April, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Age Differences; Drug Therapy; Elementary Secondary Education; *Epilepsy; Etiology; *Intelligence Quotient; *Learning Processes; Psychological Characteristics

Research is reviewed on epilepsy and findings summarized in terms of intelligence, relationship between etiology and intelligence, seizure frequency, age of onset, duration, premorbid intelligence, and specific psychological defects, electroencephalography (EEG) and IQ, and learning. Among findings noted are that the widespread belief among educators that children treated with anticonvulsants are handicapped may contribute to lowered expectations in the classrooms, that epileptic students are unstable in performance and exhibit much test re-test variability, that age of onset contributes to a large extent to the individual's ultimate intelligence and that the type of EEG abnormality is correlated with level of intellectual functioning. Features of commonly used anticonvulsant medications are described, and their therapeutic range and adverse reactions are set out in a table. Forty-two references are listed. (CL)

ED 253 655 CE 040 563

Edwards, John T.
An Analysis of Manufacturing Engineering Technology Programs throughout Indiana, Kentucky, and Ohio.
PUB DATE- Dec 84
NOTE- 45p.; A presentation based on this document was made at the American Vocational Association Convention (New Orleans, LA, December 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accreditation (Institutions); Comparative Analysis; Curriculum; Degree Requirements; Educational Practices; *Engineering Technicians; *Manufacturing; Postsecondary Education; *Production Technicians; *Program Content; Tables (Data); *Technical Education
IDENTIFIERS- Indiana; Kentucky; Ohio; Regional Surveys; United States (Midwest)

A study examined the extent to which postsecondary institutions in Indiana, Kentucky, and Ohio were addressing the needs of industry for those individuals desiring to enter the field of manufacturing engineering technology. The population for the study included all those schools in the three target states that were identified by a directory compiled by the Society of Manufacturing Engineers as having programs in manufacturing engineering. Current catalogs were obtained for each institution in the sample, and courses of study listed in these publications were analyzed and categorized. Institutions having Accreditation Board for Engineering and Technology (ABET) certification were compared to non-accredited institutions. A majority of both ABET-accredited and non-accredited programs required courses in introductory computer programming, statistics, technical mathematics, physics, English composition and speech, and economics. With respect to technical courses, every institution in the population sample placed the highest value on courses in manufacturing materials and processes and technical drawing. Of the accredited schools, 83 percent required a senior project as opposed to only 43 percent of the non-accredited schools. It was concluded that a high degree of freedom exists in developing curricula designed to prepare manufacturing engineering professionals and to contribute to their continued growth. (MN)

Using Personal Computers to Promote Economic Development.
ECO Northwest, Ltd., Helena, MT.
SPONS. AGENCY- Montana State Office of Public Instruction, Helena. Dept. of Vocational Education Services.
PUB DATE- Apr 84
NOTE- 63p.; For a related document, see CE 040 713.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitudes; Business Administration; *Computer Oriented Programs; Computer Software; Economic Development; *Educational Needs; Educational Planning; *Microcomputers; Postsecondary Education; *Small Businesses; Staff Development; *Statewide Planning
IDENTIFIERS- *Montana

A study was conducted to determine the feasibility of increasing economic development within Montana through the use of personal computers in small businesses. A statewide mail survey of 1,650 businesses (employing between 4 and 25 employees) was conducted to determine the current status of computer use and the potential for expanding computer use within the Montana business community. A total of 790 questionnaires were returned, yielding a 48 percent response rate. Of the returned questionnaires, 241 were completed by agribusinesses and 549 were completed by nonagribusinesses. The survey found that most of the small businesses surveyed do not use a computer for business operations, although there is evidence from the survey results that the majority of these noncomputer users think a computer could improve their business operation. Both the agribusiness and nonagribusiness respondents indicated that the primary reason they have not used a computer is uncertainty regarding the usefulness of a computer or the kind of computer to buy. The more prevalent type of computer used by the small business operators was the personal computer, while about one-third of the respondents used minicomputers. Almost all of the operators were satisfied with their computers. Respondents identified accounting/tax records as the primary function of their computer. The survey also found that most users were willing to attend computer training programs. The study concluded that business operators' interest in computers and their willingness to learn the necessary computer skills should provide a good environment in which to promote expanded computer use in Montana. Thirteen tables provide breakdowns of the data and two appendixes provide, respectively, the survey packet and a description of a systematic sampling procedure. (KC)

ED 253 764 CE 040 816

Little, Ralph
Construction Cluster Brief. Vocational Education in Oregon.
Oregon State Dept. of Education, Salem.
PUB DATE- Nov 84
NOTE- 9p.; For related documents, see CE 040 810-820.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; *Building Trades; Construction Industry; *Course Content; Course Organization; *Criteria; Curriculum Development; *Educational Objectives; Educational Planning; Occupational Clusters; Program Descriptions; *Program Development; Program Improvement; Secondary Education; State Curriculum Guides; State Programs; *Statewide Planning; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Oregon

This guide sets forth minimum approval criteria for construction occupations education programs in Oregon. The key occupations in the construction cluster are: carpenter, trowel trades, floor coverings, roofer, painter, and pipe trades. The information in the guide is intended for use by district-level curriculum planners, teachers, regional coordinators, or state education department staff involved with new program development or revisions of existing programs. The guide outlines the instructional content of construction trades programs in terms of program descriptions, areas for training, program goals, course/content goals, and sample performance objectives. Course titles and descriptions are also included. A section on organizational options is designed to illustrate a few of the many ways to deliver the minimum instructional content required for an approved vocational cluster program. Content is illustrated by course titles for the instructional levels to recognize that students from different grades may enroll in one or more levels of a program. (KC)

ED 253 808 CG 018 011

Campbell, Robert B.; Mack, Sharon E.

Integrating Computer-Based Career Development into Your Career Planning Program.

PUB DATE- Apr 84

NOTE- 18p.; Paper presented at the Annual Meeting of the American College Personnel Association (Baltimore, MD, April 8-11, 1984). For related document, see CG 017 984.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Speeches/Conference Papers. "Papers Presented at..." (150)

DESCRIPTORS- *Career Guidance; Career Planning; College Students; Higher Education; Models; Program Descriptions; Program Evaluation

IDENTIFIERS- *Computer Assisted Guidance; *DISCOVER System

This paper focuses on the real and theoretical usefulness of a computer-based career development system in a career planning program, based on a 2-year pilot program evaluating the DISCOVER system. The system overview discusses components and contents of DISCOVER, and describes the 11 modules which assist users in learning about their values, interests, and abilities. The section on marketing/utilization outlines how DISCOVER is marketed to students, staff, community members, and business and industry personnel. The full range of potential users of the system and its potential secondary benefits are illustrated. The final section, "Development of a Plan for Your Campus," uses a matrix developed by JoAnn Bowlsbey to show components of a career guidance program and how these can be delivered using alternative modes. An example of how a program might evaluate its delivery of a career guidance program is presented using matrices which show the process for assessing the best counselor functions and best computer functions, and the final selected mode of delivery. (JAC)

Schuldberg, David
Healthy, Beneficial Communication in Parents of High-Risk Children.
PUB DATE- Aug 84
NOTE- 46p.; A shortened version of this paper was presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; *Children; Cognitive Style; Elementary Education; Family Environment; *High Risk Persons; *Interpersonal Communication; *Mental Disorders; *Parent Child Relationship; Psychopathology
IDENTIFIERS- *Communication Styles; Rorschach Test

Parental communication, particularly in the areas of cognitive clarity and affect, has been implicated in the etiology of psychiatric disorders in children. This paper reports a method for studying Healthy Features in parental communication, aspects of verbal style that counteract a child's exposure to genetic and social environmental risk factors. A set of coding categories was applied to Rorschach protocols from 61 parents of 10-year-old boys selected (from the ongoing University of Rochester Child and Family Study) to be at risk for the development of severe mental disorders. One parent in each family had previously been hospitalized for a mental disorder. Healthy Features measures were developed that correlated with criterion teacher and peer ratings of the child's school adjustment. Positive attentional and affective features of parental communication were found to occur independently of parents' psychopathology. They also add significantly to Communication Deviance in predicting offspring adjustment, indicating that beneficial and pathogenic communication are separate domains of parenting. (Table 1 provides a detailed summary of the 11 Healthy Features categories.) (Author/JAC)

ED 253 853 CS 007 929

Gerhard, Christian
Thoughts on Teacher Thinking about Thinking.
PUB DATE- Oct 84
NOTE- 11p.; Paper presented at the Annual Meeting of the College Reading Association (28th, Washington, DC, October 26-28, 1984).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Cognitive Processes; Comparative Analysis; *Educational Research; Elementary Secondary Education; English Instruction; Grade 6; *Knowledge Level; *Language Usage; Middle Schools; Reading Comprehension; Reading Instruction; Science Instruction; *Teachers; Teaching Skills

Experience with a number of teachers has shown that when they became aware of the uses of the categorizing processes, their teaching became more focused, they took account of student prior experience to a greater extent, and they allowed more time for students to practice the language needed to complete a task. A study was conducted to determine what three groups of middle school teachers knew about some aspects of the categorizing process and also to see how well they could write category labels for 10 very different sets of items. The three groups were sixth grade teachers, seventh and eighth grade language arts teachers, and science teachers from all three grades. A total of 84 teachers participated in the study. As might be expected, the science teachers scored significantly higher than the other two groups on the categorizing task. Surprisingly, however, they also scored significantly higher on the category labeling task, even though only one of the ten groups of items had anything to do with science and even though item analysis showed no pattern of item difficulty for any of the groups. Even more striking was the proportion of science teachers (43%) scoring above 60% on the labeling task as compared to the other two groups who were responsible for teaching language arts to middle school children. By the middle grades, language is an inextricable part of the grouping process by which people order information. If teachers themselves cannot produce good category labels, there is little hope that their students will learn how to use language to codify information and thus remember it, or recognize how others have done so. (FL)

ED 253 868 CS 208 754

Kiefer, Barbara
The Artist, the Book and the Child.
PUB DATE- Oct 84
NOTE- 30p.; Paper presented at "The Artist as Storyteller" Symposium (Chicago, IL, October 19-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Childrens Literature; Classroom Observation Techniques; *Design; Design Preferences; Elementary Education; *Illustrations; Layout (Publications); *Picture Books; Reader Response; *Reading Research; *Student Reaction; Teacher Response
IDENTIFIERS- Reader Text Relationship

The elements of design (line, shape, color, value, and texture) are the artist's lexicon rather than words, and the meaning of these elements is carried in their expressive properties in picture books as well as in paintings. Line can convey repose when horizontal, stability if vertical, and action when diagonal or curving. The element of shape has the same capacity as line to convey solidity or delicacy, movement or repose. Colors--which in their hue, intensity, and value have come to convey emotional qualities--can also by their combination set a mood or tone for the story. Typeface, the placement of type and its relationship to the pictorial design, can also enhance the unity of the design and underlying theme. Observations of 67 children ages 7 to 10 as they responded to picture books revealed that many children looked at the illustrations before they read to help them with written text. The children's verbal responses in particular showed their diligent attempts to understand the picture book--its medium and its message. They became increasingly aware of the artist as a person to be communicated with and became aware of the range of choices available to the artist. In addition, the children seemed to understand that these choices were made to express some fundamental meaning. (HOD)

ED 253 897   CS 504 834

Derr, William R.
Communication Failure, Esteem Level, and Responsibility: A Willingness to Try Again.
PUB DATE- Feb 85
NOTE- 24p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Fresno, CA, February 16-19, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; *Communication Research; *Employee Attitudes; *Employer Employee Relationship; Failure; Interpersonal Communication; *Organizational Communication; *Organizational Effectiveness; Self Esteem

Noting that communication apprehension contributes to failed communication, which in turn places business organizations at risk, this paper describes the rationale and methodology of a study to determine whether managers can predict an employee's sense of responsibility and willingness to improve following an incident of failure, based on the employee's level of communication apprehension or level of self-esteem. The first half of the paper discusses the interrelationship of communication apprehension and failure, hypothesizing that if managers know an employee's level of communication apprehension, self-esteem may be predicted, thereby enabling them to predict the employee's resilience after failure and reducing the organizational risk. The second half of the paper describes the methodology and results of a study to determine whether the Personal Report of Communication Apprehension and the Janis-Field Self-Esteem Scale are inversely correlated and can be used by managers as cross-predictive tools. The paper concludes that (1) the significant inverse correlation between the two instruments indicates that they can be used to cross-predict either self-esteem level or communication apprehension, and (2) high self-esteem/low communication apprehension employees appear to be higher risk-takers who characterize their failures as positive, who take responsibility for their actions, and who to intensify their efforts to succeed after failure, thereby placing their organizations at a lower degree of risk than those with low self-esteem and high communication apprehension. (HTH)

ED 253 925 EA 017 491

Boccuzzi, Anthony V.; And Others
Position Analysis in Education. Team Project.
PUB DATE- Dec 81
NOTE- 144p.; Submitted to Dr. Robert Kranyik and Dr. Leo Mann at the University of Bridgeport, Department of Educational Administration and Supervision, by Alpha '80 Team (consisting of: Anthony V. Boccuzzi, Barbara G. Bock, Ralph M. Burke, Jr., Thomas A. Jokubaitis, and Antonio D. Mello).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrative Organization; *Administrative Policy; Administrator Qualifications; Administrator Responsibility; Administrator Role; Compensation (Remuneration); Elementary Secondary Education; *Job Analysis; *Management Systems; *Organizational Development; Organizational Theories; Personnel Policy; Salaries; Salary Wage Differentials; School Business Relationship
IDENTIFIERS- *Position Analysis

The purpose of this study is to investigate the applicability of position analysis to administrative assignments in education, and to ascertain criteria to be used in adapting position analysis to public education. Position analysis techniques are used to determine the relative worth of jobs in an organization by placing their scope of responsibility in a common frame of reference, thereby establishing equitable remuneration procedures. Chapter 1, the introduction, lists the potential benefits of position analysis and its possible applications in an educational context. In chapter 2, a literature review identifies aspects of organizations common to both the public and private sectors. Pertinent literature relating to the history of position analysis is also reviewed, as well as literature about position analysis in government, business, and education. An overview follows of the four major position analysis systems, along with a survey of commercially available systems. The information derived from these sources provides the basis for the following analyses in chapter 3: (1) a comparison of the distinctive features of public and private sector organizations; (2) analysis of the impact of position analysis on organizations; (3) an evaluation of the four generic position analysis systems measured against identified implementation criteria; and (4) a comparative analysis of the four systems of position analysis in relation to purposes of organizational development. Findings are reported in chapter 4, including a summary of the advantages and disadvantages of the four major position analysis systems: ranking, classification, point system, and factor comparison system. Three appendixes provide illustrative documentation for the study, and footnotes and a bibliography are included. (TE)

ED 253 953 EA 017 534

Smith, Jana K.
Cost-Outcome Analysis: Measuring Costs. Evaluation Guides: Guide Number 2.
Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 22p.; For a related evaluation guide, see EA 017 535.
CONTRACT- 400-80-0105
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cost Effectiveness; Cost Estimates; Elementary Secondary Education; Evaluation Methods; *Input Output Analysis; Measurement Techniques; Operating Expenses; *Program Budgeting; *Program Costs; *Program Evaluation; Resource Allocation; Unit Costs

The first of two related pamphlets, this guide provides information on how to conduct cost-outcome analyses, with an emphasis on measuring costs. After an introduction that delineates the purpose of the two-part series, the pamphlet is divided into six major sections. The first section, "definitions and rationale," introduces cost-outcome analysis and describes the differences between four primary types of cost-outcome analyses. The second section, "assessing political and pragmatic readiness," is designed to help determine the readiness of organizations for a cost-outcome analysis. The third section, "measuring program costs," explains how to collect resource data and how to figure costs, while the fourth section discusses assessment of the reliability and validity of the cost data. The fifth section highlights possible uses of the data in terms of cost feasibility analysis. Two appendixes are included: an example of listing of resources, and a sample cost distribution chart. (TE)

ED 253 967 EA 017 553

Wigfield, Allan
Relationships between Ability Perceptions, Other Achievement-Related Beliefs, and School Performance.
PUB DATE- Apr 84
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Aspiration; Elementary Secondary Education; English Instruction; Mathematics Achievement; Models; *Self Concept; Sex Differences; Statistical Distributions; *Student Attitudes; *Student Educational Objectives; *Student Motivation; Tables (Data)
IDENTIFIERS- Expectancy Value Model of Student Attitudes

This paper examines a broad set of beliefs about achievement and the relationship of those beliefs to performance and future plans in mathematics and English. The two main purposes of the analysis are (1) to assess gender and grade-level differences in children's achievement beliefs as they proceed through junior and senior high school, and (2) to assess an expectancy-value model of children's achievement beliefs that specifies how those beliefs relate to children's course performance and course enrollment decisions, in order to more clearly identify the achievement beliefs that are critical mediators of performance and persistence in math and English. Children in grades 5 through 12 completed questionnaires assessing their achievement beliefs and attitudes in mathematics and English over a 2-year period. Results of the analysis showed that (1) boys had higher expectancies than girls for both current and future math courses, while girls had more positive beliefs about English; and (2) children's beliefs about math were less positive at each successive grade level, whereas their interest in English increased at higher grade levels. Many of the major tenets of the model received support. Children's expectancies for success and particularly their task value relate to their intentions to take more math, whereas ability perceptions are strongly related to both expectancies and values. Analyses of English beliefs showed similar results. Tables showing these results are included, along with a diagram of the expectancy-value model of student attitudes. (TE)

ED 253 983 EC 171 392

Hill, John W.
Unrecognized Learning Disabilities in Adulthood: Implications for Adult Education.
PUB DATE- May 84
NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Mental Deficiency (108th, Minneapolis, MN, May 27-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adjustment (to Environment); *Adult Education; Adults; *Behavior Change; *Decision Making; *Learning Disabilities; Young Adults

Unrecognized learning disabilities in adulthood can also be viewed as concepts fundamental to change. These disabilities may include: (1) not being able to make appropriate choices and decisions; (2) not utilizing strategies such as checking things out with people, and monitoring one's own performance; (3) not being able to transfer learning from one activity to the next; (4) not being able to break tasks into small parts; and (5) not choosing a successful work context. These unrecognized learning disabilities in young adulthood may interfere with the primary life tasks of adults such as choosing and beginning employment, marriage, and family support. Building on previous childhood difficulties with learning to read, write, spell, do arithmetic, or other school subjects only compounds these disabilities. The best definition for a person with learning disabilities, once he or she moves out of school and into adulthood, is a person who cannot change his or her behavior through experience despite an average or better intelligence. The unrecognized learning disabilities in adulthood can be translated into instructional sequences fundamental to change and success. Instructional programs which address transfer, decisionmaking, and task analysis could be made a part of experimental work settings such as at continuing education centers and community programs. (Author/CL)

ED 254 016   EC 171 725

Ollie, Phyllis A.; Ryder, Ramela
Micro Application for the Multiply Handicapped in a Public School Setting.
PUB DATE- 83
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Computer Assisted Instruction; *Computer Software; Electromechanical Aids; Equipment; *Microcomputers; *Multiple Disabilities; *Physical Disabilities

The paper discusses ways in which the Apple II plus and Apple IIe computers can be adapted to become highly effective tools in the education of the physically/multiply handicapped student. The role of word processing programs as communication aids, alternative input and output devices, and innovative software programs is examined. Among the adaptions and modifications considered are commercially available adaptive switches that make it possible to use a simple switch to run adapted software. The computer keyborad is needed only for some initial set-up performed by an instructor or aide. The procedures for selecting the appropriate switches to maximize independence are described, and ways in which the configurations of hardware can be tested, adjusted, and re-assessed by non-engineering staff persons are described. Training the individual to use the switch with maximum efficiency is then considered, along with new developments in the accessibility of software. (CL)

ED 253 708 CE 040 691

Mullen, Frank
Basic Robotics.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; *Automation; *Cost Effectiveness; Curriculum Guides; Definitions; Educational Equipment; Electromechanical Technology; Electronic Control; Employment Patterns; *Futures (of Society); *Human Factors Engineering; Influences; Instructional Materials; Labor Needs; Postsecondary Education; *Robotics; Safety; Secondary Education; *Technical Education; Technological Advancement

This curriculum outline consists of instructional materials and information concerning resources for use in teaching a course in robotics. Addressed in the individual sections of the outline are the following topics: the nature of an industrial robot; the parts of an industrial robot (the manipulator, the power structure, and the control system); applications of industrial robots (robot jobs and types of applications); economics (the costs and benefits of installing industrial robots); human factors (safety and job displacement and change); and the future for robots (robot vision and sensing, intelligent machines, and computer-integrated manufacturing). The final section of the guide includes descriptions of various books, periodicals, educational equipment, audiovisual materials, and organizations dealing with industrial robots and robotics as well as the addresses of various manufacturers of robots. (MN)

ED 253 737 CE 040 738

Hendrix, Mary W.

Educational Planning Instructional Guide. Occupational Orientation. Revised Edition

East Texas State Univ., Commerce. Occupational Curriculum Lab.

SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 265p.; For other guides in this series, see CE 040 739-740. For the earlier editions of these guides, see ED 186 599-602.
AVAILABLE FROM- Occupational Curriculum Lab., East Texas State University, Commerce, TX 75428 (OT-111-TG: in-state--$10.00, out-of-state--$12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Career Choice; *Career Education; *Career Planning; Competency Based Education; Curriculum Guides; *Decision Making; Employment Opportunities; *Goal Orientation; Junior High Schools; Learning Activities; *Prevocational Education; Problem Solving; Secondary Education; *Student Educational Objectives; Transparencies; Units of Study

This competency-based instructional guide on career and life planning was developed for students enrolled in Occupational Orientation programs in Texas. It contains seven instructional units. Each unit includes the following basic components: performance objectives, notes to the instructor (outline of steps to follow in accomplishing specific objectives), answers to activity sheets and tests, information sheets (content essential for meeting the cognitive objectives), transparency masters, activity sheets (for directed study and application and reinforcement of cognitive materials presented), and tests. Each unit is planned to cover more than one lesson or period of instruction. Units cover the following topics: goals, decision making, a look at the future, making career plans, exploring the high school curriculum, making a tentative four-year high school schedule, and education/training alternatives after high school. (YLB)

ED 253 750 CE 040 781

Adult Basic Education Learning Center 310 Project. Final Report July 1983-June 1984.

Missouri State Dept. of Corrections and Human Resources, Jefferson City.

PUB DATE- 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Education; Adult Programs; Attitude Change; Basic Skills; *Correctional Education; *Correctional Rehabilitation; Daily Living Skills; Diagnostic Teaching; Educational Practices; Job Search Methods; Models; *Outcomes of Education; Peer Teaching; Postsecondary Education; Pretests Posttests; Prisoners; Probationary Period; Program Effectiveness; Records (Forms); Referral; *Rehabilitation Programs; State Programs; Statewide Planning; Teacher Aides; Tutorial Programs
IDENTIFIERS- 310 Project; Exoffenders; Missouri

An educational research and demonstration program was implemented in learning centers at five correctional institutions across Missouri. Included in the demonstration project were the following programs: a prescriptive learning system that served 253 students; a program in attitude, basic, and life skills; an ex-offender program that involved 20 to 25 hours of instruction in career planning and job-search methods; an educational-parole referral system to assist ex-inmates in entering educational programs in their home communities; a tutorial program in which inmates moved about individual learning centers, assisting other inmates on a one-to-one basis; and an assistant inmate teachers program in which inmates with 60 or more hours of college credit were recruited to be assistant teachers in learning center programs. Data from pre- and posttests administered to the program participants and from followup of participants in the ex-offender and referral programs indicated that the whole person concept can be effective in correctional education. (The 11 appendixes to this report include sample forms used in the various components of the demonstration project as well as pre- and posttest data from the prescriptive learning, attitudinal training, and ex-offender components of the program.) (MN)

Weinberg, Richard B.
Coping with the Stress of Potential Lay-Off and Worksite Re-Organization: A Test of the Buffering Hypothesis.
PUB DATE- Aug 84
NOTE- 51p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Coping; Employees; Job Development; *Job Layoff; Stress Management; *Stress Variables

Two major classes of environmental stressors have been examined in life stress research: major life events and minor everyday hassles. To compare these two classes of stressors along with two stressful life events (threatened job loss and reorganization of the work setting), and to investigate the buffering effect of coping responses on stress-related strain, 139 employees of a mental health organization were surveyed. The state-funded organization had been threatened with shut-down and was undergoing a major restructuring in which supervisors, co-workers, and duties were changing. The participants were asked to complete a packet containing seven instruments designed to measure stress, coping, and health. A comparison of the strain scores of these subjects to normative data indicated that they were experiencing considerably high levels of acute strain. A composite index of stress, made up of the three classes of environmental stress, was found to be a better predictor of psychological and physical strain than any of the measures of which it was comprised. Stress and coping had an interactive effect on strain. Coping reduced state anxiety and enhanced general well-being in the high stress group; however, coping had little impact in the low stress group. The findings indicate that adaptive coping behaviors can effectively moderate life stresses. (LLL)

ED 253 793 CG 017 996

Leavy, Patricia G.
Therapist Autonomy as Countertransference.
PUB DATE- 30 Mar 84
NOTE- 11p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (30th, New Orleans, LA, March 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Counselor Attitudes; *Counselor Client Relationship; Counselor Role; Counselors; Developmental Stages; *Personal Autonomy; Therapists; Therapy
IDENTIFIERS- *Countertransference

This paper discusses N. B. Ralph's (1980) four stages of development for the novice therapist, focusing on the fourth stage (therapists become aware of their own feelings and reactions to the therapeutic process) through the author's experience in therapy. The therapist as client is discussed according to Karen Horney's classification of neurotic personality styles, and as a way for the therapist to focus on dependency, detachment, and countertransference. Encountering patients with problems similar to unresolved problems in the therapist, and the ability to relinquish control of patients during therapy are presented as outcomes of growth in personal therapy. (LLL)

ED 253 883 CS 208 791

Sebranek, Patrick; Meyer, Verne
Basic English Revisited: A Student Handbook. Fifth Edition.
REPORT NO.- ISBN-0-686-27693-0
PUB DATE- 85
NOTE- 218p.
AVAILABLE FROM- Basic English Revisited, Box J, Burlington, WI 53105
($4.50, 1-24 copies, $3.50, 25 or more copies; student folders and workbooks also available, write for price).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Elementary Secondary Education; English Instruction; Grammar; Higher Education; Library Skills; Literature Appreciation; *Reading Instruction; Reference Materials; *Speech Communication; Study Skills; *Writing (Composition); Writing Instruction; Writing Processes

Intended for use as a standard textbook or a student handbook, this book serves as a reference tool for reading and writing activities. In addition to guidelines concerning reading and writing and library use, the book contains lists, tables and information usually found in an almanac. The sections are divided as follows: (1) grammatical terms, (2) the mechanics of writing, (3) the writing processes, (4) the research paper, (5) the essay test, (6) writing related to business, (7) the book review, (8) special forms of writing, (9) library skills, (10) reading and study skills, (11) literary terms, (12) speech skills, and (13) tables, maps, and useful lists. (HTH)

Barrett, Nanette
Education Source Book: The State Legislators' Guide for Reform.
American Legislative Exchange Council, Washington, DC.
PUB DATE- Jan 85
NOTE- 84p.; Support provided by the John M. Olin Foundation.
AVAILABLE FROM- American Legislative Exchange Council, 214 Massachusetts Avenue, N.W., Suite 400, Washington DC 20002 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reference Materials - General (130)
DESCRIPTORS- Citizenship Education; Decentralization; Discipline Policy; *Educational Change; Educational Vouchers; Elementary Secondary Education; Finance Reform; Home Schooling; *Models; Parent Role; Premium Pay; School Choice; School Security; *State Legislation; Tax Credits; Teacher Selection; Teaching (Occupation); Tuition

A compendium of proposals for model state laws intended to restore parental and local control and to improve teaching and discipline in elementary and secondary education is presented in this report. The proposals, together with explanatory passages, are presented in three categories: (1) parents' role in education, (2) teachers' role in education, and (3) states' role in education. The first category includes measures to permit home schooling, to mandate increased parental involvement in schools, and to establish tuition tax credits and a voucher system. In the second group are four suggested bills to establish alternatives to teacher certification; an "Extraordinary Performance Pay for Teachers Act"; and five school discipline measures that would strengthen penalties for school violence, guarantee that schools be notified of serious crimes by students, restrict access to school premises, establish mandatory school crime reporting, and require all school districts to develop and implement discipline policies according to state guidelines. The third category consists of a measure that would minimize regulation of private schools, a resolution requiring that a values education program be formulated and adopted, and a series of suggestions for school finance reform. An index of previous educational legislation proposed by the American Legislative Exchange Council is included. (MCG)

ED 254 000 EC 171 709

Due Process: Developing Criteria for the Evaluation of Due Process Procedural Safeguards Provisions. Exploring Issues in the Implementation of P.L. 94-142.

LINC Resources, Inc., Columbus, Ohio.; Research for Better Schools, Inc., Philadelphia, Pa.

SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

PUB DATE- May 79

NOTE- 189p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)

DESCRIPTORS- *Compliance (Legal); *Disabilities; *Due Process; Elementary Secondary Education; *Federal Legislation; Program Implementation

IDENTIFIERS- *Education for All Handicapped Children Act

Three papers were commissioned to address ways of evaluating implementation of the due process procedural safeguards provision of P.L. 94-142, the Education for All Handicapped Children Act. Milton Budoff presents a social science view in "Implementing Due Process Safeguards: From the User's Viewpoint." Donald Bersoff follows with an in-depth explanation of due process safeguards for parents, children, and school systems ("Procedural Safeguards"). In the final paper, Lawrence Kotin offers "Recommended Criteria and Assessment Techniques for the Evaluation by LEAs of Their Compliance with the Notice and Consent Requirements of P.L. 94-142." Summary discussions of the papers by a panel of educators is included along with recommendations to help local school districts implement the due process provisions of P.L. 94-142. (CL)

ED 254 031 EC 171 740

Covert, Angela Manetti

The Dean's Grant Program: An Approach to Academic Change in Higher Education. Final Program Report.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 84
NOTE- 280p.; Ph.D. Dissertation, Fordham University.
GRANT- G008201018
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Colleges; *Curriculum Development; *Disabilities; *Educational Innovation; *Faculty Development; Federal Legislation; *Higher Education; Organizational Change; Self Evaluation (Groups); Teacher Education Programs
IDENTIFIERS- *Deans Grants Program

An onsite study of two major program areas (faculty development and curriculum revision) in a national sample of 11 Dean's Grant Program projects sought to increase understanding of how academic innovation and change occur in higher education, and the processes for effectively managing change. Case study methodology was used, and data were obtained from multiple sources, includng document review, consultations, and interviews. Data were analyzed qualitatively, both within-site and cross-site. It was reported that faculty were increasingly aware of and knowledgeable about P.L. 94-142 (the Education for All Handicapped Children Act) and, to a lesser extent, had more positive attitudes toward education of the handicapped, and that teacher preparation curricula were being revised to incorporate content on the handicapped largely through infusion of content into already existing courses. Factors which affected the implementation-and-change process were explored in the areas of (1) project leadership and management, and (2) culture and context (institutional features and characteristics). Modifying the incentive-and-reward system for faculty was described as a key strategy in effecting academic innovation and change. (JW)

ED 254 046 EC 172 006

Winzer, Margret; Malarczyk, Barbara
The Unknown Variable: Identifying Learning Disabilities with Pupil Behavior Rating Scales.
PUB DATE- 81
NOTE- 17p.; Paper presented at the Alexander Graham Bell Conference (Portland, OR, June 26-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Behavior Rating Scales; Handicap Identification; *Hearing Impairments; *Learning Disabilities; *Multiple Disabilities; *Screening Tests

Difficulties in identifying learning disabilities (LD) are examined, and special problems presented by hearing impaired children with LD are considered. The value of rating scales as a quick instrument for obtaining, measuring, recording and communicating information is emphasized. Adaptations of the Pupil Rating Scale for hearing impaired children are described as recording observable behavior in four major areas: (1) comprehension and attention, (2) orientation, (3) motor functioning, and (4) behavior. The instrument appears to be a promising device for the early identification of LD in hearing impaired children. Typical performances of two children illustrate possible interpretations. It is suggested that rating scales should be viewed as one tool in the multidimensional diagnosis of the child. A five-page reference list is included. (CL)

ED 253 668 CE 040 610

Herdin, Terry; Stanley, Dale

Job Roles in Human Services. Volume 3: Health Care Worker. Task Analysis in Human Services Special Project.

Camosun Coll., Victoria (British Columbia). Div. of Coll. Resources.

SPONS. AGENCY- British Columbia Dept. of Education, Victoria.; British Columbia Dept. of Human Resources, Victoria.

PUB DATE- Mar 82

NOTE- 126p.; For Volumes 1-8, see CE 040 608-615.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Adult Education; *Allied Health Occupations Education; Behavioral Objectives; Caseworker Approach; Communication Skills; Competency Based Education; Core Curriculum; Counseling Techniques; Counselor Client Relationship; *Delivery Systems; *Educational Needs; Ethics; Foreign Countries; *Health Personnel; *Health Services; Higher Education; *Human Services; Job Analysis; Job Skills; Mental Retardation; Occupational Information; Supervisory Methods

IDENTIFIERS- British Columbia

This book of objectives, one of a series designed to provide a competency-based analysis of employment categories in human services, deals with the core competencies necessary for health care workers. Addressed in the individual sections of the volume are the following skill areas: communication skills, professional attitudes and responsibilities, client care and training, knowledge of mental retardation, provision of physical care, planning and supervision, provision of a safe environment, and principles and practices of service delivery. Each section contains a main objective and a series of enabling objectives that are cross-referenced to evaluation criteria and to independence and importance rating scales. The independence scale indicates the degree of supervision that an individual could expect when performing the job task. The scale of importance designates each objective as being either prerequisite (i.e., knowledge or skills that individuals must bring with them to be adequately prepared for the job role), critical (i.e., objectives that are essential to competent performance on the job--areas of skill or knowledge that individuals must possess to develop during their work experience), or enrichment (i.e., objectives that are not essential but add to a comprehensive understanding of the job and more flexible and skillful job performance). Also included in the volume is a discussion of the method used to identify the objectives. (MN)

ED 253 681 CE 040 645

Bobko, Douglas J.; Hayes, John F.

Maintenance Training and Performance: A Computer-Based Management
Information System. Research Report 1360.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Jan 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Computer Managed Instruction; Cost Effectiveness; Educational Needs; *Equipment Maintenance; Guidelines; Job Performance; Job Training; *Machine Repairers; *Management Information Systems; Media Selection; Military Personnel; *Military Training; On the Job Training; Personnel Evaluation; Postsecondary Education; Program Costs; Program Development; Program Effectiveness; Resource Materials; *Technical Education; Vocational Education
IDENTIFIERS- Army; *Maintenance Performance System

A computer-based training program called the Maintenance Performance System (MPS) was developed and made operational in an Army divisional maintenance battalion. The primary purposes of the MPS were to monitor the daily technical activities of maintenance personnel by identifying maintenance strengths and deficiencies on both an individual and unit-level basis and to guide training managers to available training resources. The most significant use of MPS turned out to be in the area of guiding job assignments. The system also succeeded in routinely providing unique and valuable maintenance and performance training data; moreover, the cost of supporting the system was found to be acceptable. Possible future areas of utilization of the MPS include the compilation of a longitudinal database for use in targeting Army-wide skill deficiencies and fine-tuning instructional training curricula. (MN)

Chen, C. Y.; McCampbell, David H.
Integrated Computer-Aided Drafting Instruction (ICADI).
PUB DATE- 2 Dec 84
NOTE- 28p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 2, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Oriented Programs; *Computer Software; *Drafting; Engineering Drawing; Higher Education; Industrial Arts; *Instructional Materials; Program Development; Teaching Methods; Technical Occupations
IDENTIFIERS- *Computer Assisted Design; *West Texas State University

Until recently, computer-aided drafting and design (CAD) systems were almost exclusively operated on mainframes or minicomputers and their cost prohibited many schools from offering CAD instruction. Today, many powerful personal computers are capable of performing the high-speed calculation and analysis required by the CAD application; however, the price of such a system is still quite high. The faculty members in the Industrial Technology Department at West Texas State University have developed and integrated a CAD system into the freshman engineering graphics courses. After reviewing course objectives and essential CAD fundamentals and assessing the existing computer equipment in the department, they developed a package of integrated computer-aided drafting instruction (ICADI) materials, including computer software and instructional materials for classroom use. Special drafting procedures allow users to create drawings in a very short time without previous programming or computer operation experience. Unlike expensive and sophisticated systems, ICADI does not store data for a drawing in the computer's internal memory and thus does not require a large memory. The video screen of the systems does not display high-resolution drawing, instead it displays drafting procedures and parameters associated with the drawings. The output device for the ICADI system is a plotter that provides excellent resolution and line quality. Although the ICADI computer software has limitations, the system does enable the student to learn CAD concepts rapidly, gain experience in CAD usage, and produce high-quality drawings simply and directly. (Sample drawings are included in this report.) (KC)

ED 253 912 CS 504 853

Socha, Thomas Joseph
The Paideia Proposal: Implications & Challenges for Communication Instruction.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Curriculum Development; *Curriculum Enrichment; Educational Philosophy; Higher Education; Secondary Education; *Speech Communication; *Speech Curriculum; *Speech Instruction
IDENTIFIERS- Adler (Mortimer J); *Paideia Proposal

Drawing from Mortimer J. Adler's "The Paideia Proposal" and from related publications, this paper identifies aspects of the proposal that relate to basic communication instruction. The first part of the paper summarizes "The Paideia Proposal," pointing out the major points in each of its four sections, which concern schooling the people, the essentials of public schooling, teaching methods and learning, and higher and continuing education and earning a living. The second part of the paper concentrates on points raised in the third section of the proposal, discussing the role of the teacher as lecturer, as coach, and as Socrates. The third part looks at the implications of the proposal for communication instruction, concluding that implementing the proposal in the public schools would mean (1) making formal instruction in speech communication a part of elementary as well as secondary programs; (2) including listening as a formal subject of basic instruction; (3) encouraging students to use their acquired knowledge of communication to produce speeches and writings beyond the text; (4) having students write and speak more often, and teachers listen and read more; and (5) balancing the speech curriculum. The final part of the paper discusses challenges presented to speech communication educators by the proposal. (FL)

ED 253 794 CG 017 997

Annotated Directory of Selected Family-Based Service Programs.
National Resource Center on Family-Based Services, Iowa City, IA.
SPONS. AGENCY- Children's Bureau (DHHS/OHS), Washington, DC.
PUB DATE- Apr 84
NOTE- 152p.
GRANT- 90-CW-659/02
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Directories; Family (Sociological Unit); *Family Programs; Placement; *Prevention; *Private Agencies; *Public Agencies; Social Services; Systems Approach

This annotated directory of family-based service programs is an updated version of a similar, earlier publication prepared in 1982. The programs described are those that responded to a survey of 2,400 agencies drawn from the mailing list of the National Resource Center on Family-Based Services. The decision to include programs which were unfamiliar to the Center was based on information supplied in the survey form, and on supporting information. The directory is arranged alphabetically by state and by program title within each state. The annotation provided for each program includes goal statement, background information, brief program description, client characteristics, and staffing, evaluation, and funding information. An index including agency and client focuses (such as juvenile justice, mental health, and populations) and type of agency (public or voluntary) is provided. Addenda to the directory will be published periodically to include programs that come to the attention of the National Resource Center. (LLL)

ED 253 809 CG 018 012

Silling, Martha A.

Student Services for Adult Learners.

PUB DATE- 84

NOTE- 57p.; Paper presented at the Annual Conference of the Williams Midwest Region Academic Affairs Administrators (18th, Dayton, OH, October 4-5, 1984).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Adult Students; College Role; Flexible Scheduling; Higher Education; Needs Assessment; *Nontraditional Students; Student Characteristics; Student Financial Aid; *Student Needs; *Student Personnel Services; *Student Problems

IDENTIFIERS- *Kent State University OH

This paper examines the needs of the adult learner and how these needs are being met at Kent State University, Ohio, and by other colleges and universities. Factors explaining the rise of adult learning on college campuses and demographic information on the current adult student population in colleges and universities are presented. Reasons for returning to school, and differences between traditional and non-traditional students are examined. Institutional, situational, and dispositional barriers confronting adult students are discussed, and strategies to overcome those barriers are offered. Current services for adult learners at Kent State University are described in relation to the barriers discussed in the preceding section. Results of a survey of 31 institutions of higher education concerning their services to adult students are summarized as they respond to the institutional, situational and dispositional barriers. Differences among the institutions surveyed are examined, and recommendations for changes and for implementing changes at Kent State University are provided. The adult services questionnaire used in the survey is appended. (LLL)

ED 253 824 CG 018 027

Cifferri, William B.
Multidisciplinary/Multiuniversity Teaching Nursing Home Project.
PUB DATE- Nov 84
NOTE- 16p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society (37th, San Antonio, TX, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Teaching (Health Professions); Geriatrics; Gerontology; Higher Education; *Intercollegiate Cooperation; *Interdisciplinary Approach; *Nursing Homes; Program Descriptions
IDENTIFIERS- Long Term Care

This paper describes a new model for teaching nursing homes, which places a strong emphasis on teamwork by combining the resources of a comprehensive retirement community and three universities to train faculty, students, and staff, and to generate research basic to geriatric care. The four organizations involved in the project (Southwestern Ohio Seniors' Services Inc., The University of Cincinnati, Miami University, and Xavier University) are listed and the Multiuniversity/Multidisciplinary model is presented. The rationale for the program is discussed and specific program objectives are outlined. Specific activities of the project are described, including the development of affiliation agreements, faculty development, research team development, and education. Benefits of the program from the perspective of the universities and the nursing home industry are outlined. (JAC)

ED 253 839 CG 018 042

Federal Drug Strategy--1983. Hearings before the Select Committee on Narcotics Abuse and Control. House of Representatives, Ninety-Eighth Congress, First Session (November 1 and 2, 1983).

Congress of the U.S., Washington, DC. House Select Committee on Narcotics Abuse and Control.

REPORT NO.- SCNAC-98-1-6
PUB DATE- 84
NOTE- 407p.; Some pages may be marginally legible due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Agency Cooperation; *Drug Abuse; Federal Legislation; Government Role; Hearings; *Illegal Drug Use; *Law Enforcement
IDENTIFIERS- Congress 98th

This document provides transcripts and prepared testimony from the Congressional hearings on narcotics abuse and control. Opening statements by Committee Chairman Charles Rangel and Congressman Benjamin Gilman are provided. Testimony is presented from Congressional representatives and administrators of substance abuse services and hospital programs. The text of additional questions for and responses from these administrators are included, as well as statements from representatives of national associations dealing with drug problems. Topics covered in the testimony include examination of existing drug prevention programs, law enforcement efforts, penalties for drug pushers and users, budgets and funding for drug abuse programs, and volunteerism in such programs. Provided also are a listing of programs that were awarded grants and programs with volunteers, a drug prevention marketing survey, graphs illustrating drug use by population, questionnaires concerning drug use, and letters from citizens concerned about drug problems and program cut-backs. (BH)

Kiefer, Barbara
Thinking, Language and Reading: Children's Responses to Picture Books.

PUB DATE- May 84
NOTE- 18p.; Paper presented at the Annual Meeting of the International Reading Association (29th, Atlanta, GA, May 6-10, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavior Patterns; Child Language; Classroom Observation Techniques; Elementary Education; Expressive Language; *Illustrations; *Language Role; Language Usage; *Picture Books; *Reading Research; *Student Reaction

Observations of children's responses to picture books in three first-to-fourth-grade classrooms over a two-year period helped to form a descriptive framework for children's responses to picture books. Field notes, transcripts, and other data revealed that when children talked about picture books, they used the lexicon of the expert. They seemed comfortable using terms like "end pages," "title pages," "illustrator," and so forth. When words from the adult world failed them, they simply made up their own. When talk served an informative function, children simply pointed out the contents of the illustrations or they compared the contents in one book to another book. Children used the heuristic function to wonder or make inferences about the artists' techniques as well as the pictorial text. The imaginative function of language was often used to create new forms or to make the unfamiliar familiar through the use of metaphors or similes. At other times imaginative language represented an inner mental reorganization or creation of new images. Many of the comments children made about picture books served a personal function. As children used language for many purposes in reading picture books, their comments showed them to be developing more critical thinking skills, not only in cognitive factors but also in aesthetic awareness. (HOD)

ED 253 884 CS 208 794

Fleming, Margaret, Ed.; McGinnis, Jo, Ed.
Portraits: Biography and Autobiography in the Secondary School.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-3648-6
PUB DATE- 85
NOTE- 116p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 36486, $6.00 member, $7.20 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- *Autobiographies; *Biographies; Class Activities; *Content Area Writing; Critical Thinking; Elementary Secondary Education; *English Instruction; *Interdisciplinary Approach; *Literature Appreciation; Student Attitudes; Student Interests; Teaching Methods

Prepared by experienced classroom teachers from all levels, the articles in this book explain how to use biography and autobiography as a basis for the thorough study of a topic in literature, history, the social sciences, or other subject areas. The nine articles in the first section of the book use Maya Angelou's "I Know Why the Caged Bird Sings" and Carl Sandburg's "Abe Lincoln Grows Up" to illustrate a wide range of possible classroom applications of biography and autobiography. These articles focus on techniques teachers can use to get beyond surface facts into the significance of the works, and draw upon Bloom's Taxonomy of Educational Objectives and other analyses of mental activity to sketch lines of inquiry and discussion from various disciplines. In addition, the articles concentrate on one salient concept from each discipline and develop it through the use of one of the approaches offered. The four articles in the second section of the book discuss ways to approach sensitive or controversal subject matter, ways to develop writing assignments from the study of biography and autobiography, and other classroom concerns. (FL)

ED 253 898 CS 504 635

Croft, Blanton

Adult Speech Anxiety: A New Look at a Recurring Phenomenon.

PUB DATE- Nov 84

NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (70th, Chicago, IL, November 1-4, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Anxiety; *Attitude Change; College Students; *Communication Apprehension; *Communication Research; Higher Education; Public Speaking; *Speech Communication; Student Attitudes; Teaching Methods

IDENTIFIERS- Teacher Student Conferences

A study was conducted to determine whether significant public speaking anxiety is present in an adult elective speech course and to determine whether speech anxiety can be lowered with the use of post-speech conferences. Subjects were 74 undergraduate students enrolled in four sections of a night elective course in public speaking. The Personal Report of Public Speaking Anxiety (PRPSA) was used concurrently with follow-up student conferences after speech performances. Students completed a questionnaire describing their performance feelings and feedback immediately following two speech assignments, and then met with the instructor in conference to discuss the questionnaire responses. Students also completed the PRPSA before and after the course. The five resulting anxiety levels ranged from very low to very high. The results of the pretest and posttest scores indicated differences of 2 to 51 points. Of the total, 25 students lowered their anxiety score by two levels, 5 by three levels, and 2 by four levels; 20 did not change their level from pretest to posttest; and 3 students' scores remained constant, while 11 lowered their score somewhat but not enough to constitute a complete level. (HTH)

ED 253 954 EA 017 535

Smith, Jana K.

Cost-Outcome Analysis: Measuring Outcomes. Evaluation Guides: Guide Number 4.

Northwest Regional Educational Lab., Portland, OR. Research on Evaluation Program.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 84

NOTE- 31p.; For a related evaluation guide, see EA 017 534.

CONTRACT- 400-80-0105

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Cost Effectiveness; Educational Assessment; Elementary Secondary Education; *Evaluation Methods; Followup Studies; Input Output Analysis; *Program Effectiveness; *Program Evaluation; Program Validation; *Summative Evaluation

The second of two related pamphlets, this guide describes how to design an outcome study and outlines procedures for collecting outcome data. After an introduction that delineates the purpose of the two-part series, the pamphlet is divided into four major sections. The first section explains how to select a cost-outcome analysis. The next three sections address the measurement of utility, benefit, and effectiveness outcome data, respectively. Each self-contained section describes (1) the outcome measure, (2) when to use the analysis, (3) strengths and limitations of the analysis, (4) an example of the analysis, (5) an assessment of the reliability and validity of the outcome data, (6) how to calculate cost-outcome ratios, and (7) how to interpret the cost-outcome ratios. A list of references is included. (TE)

ED 253 984 EC 171 393

Nissen, Earl R.
Guidelines for Administrators to Use in Evaluating Special Education Teachers.
PUB DATE- 27 Jun 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Competence; *Disabilities; Elementary Secondary Education; *Teacher Evaluation; *Teaching Skills

Six essential teaching competencies and observable characteristics are outlined to help administrators evaluate special education teachers. Administrators are urged to use evaluation as an inservice tool rather than a weapon. The competencies include the following: (1) accurate and effective communication in the content area and professional rapport with students (for example, subject matter content spelled out in a total service plan for each student); (2) feedback and communication to enhance student learning and understanding (e.g., avoidance of sarcasm); (3) appropriate utilization of teaching methods and resources for each area taught (for example, provision of many alternatives in materials); (4) encouragement of student involvement, responsibility, and critical thinking (e.g., use of reality therapy to deal with behavior problems); (5) classroom management to promote the best use of instructional time (including organization to keep a system of accountability of materials); and (6) creation of an atmosphere conducive to learning, self-discipline, and development of realistic and positive self-concepts (including appropriate expression of a sense of humor). The objectives of special education should be fit into a total plan of instruction for the school. If principals accepted this philosophy, there would be no basic difference in evaluating the performance of regular and special education teachers. (CL)

ED 254 001 EC 171 710

IEP: Developing Criteria for the Evaluation of Individualized Education Program Provisions. Exploring Issues in the Implementation of P.L. 94-142.

LINC Resources, Inc., Columbus, Ohio.; Research for Better Schools, Inc., Philadelphia, Pa.

SPONS. AGENCY- Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

PUB DATE- May 79

NOTE- 266p.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)

DESCRIPTORS- *Compliance (Legal); *Disabilities; Elementary Secondary Education; Evaluation Methods; Federal Legislation; *Individualized Education Programs; *Program Evaluation

IDENTIFIERS- *Education for All Handicapped Children Act

Four papers address approaches to evaluate the implementation of the individualized education program (IEP) provisions of P.L. 94-142. The Education for All Handicapped Children Act. The papers are "Auditing the IEP System: A Self-Audit System for Use by Local Education Agencies" by Beth Stephens and Daniel Macy, which examines a 10-step self study approach; "Education Theory and Evaluation Criteria for Individualized Education Programs" by Richard Iano, which contrasts the effects of two belief systems on the IEP criteria; "The Individualized Education Program (IEP) as a Vehicle for Delivery of Special Education and Related Services to Handicapped Children" by Hill Walker, which addresses IEP processes corresponding to the letter and the spirit of the law; and "A Planned Change Approach to the Implementation of the IEP Provision of P.L. 94-142 by Patricia Gillespie which examines a systems approach. Responses to the papers by a panel of educators are summarized and followed by recommendations for guides or models which would offer alternative self-study techniques to LEAs. (CL)

ED 254 017 EC 171 726

Working with Children Who Have Special Needs.

Michigan State Dept. of Social Services, Lansing.

REPORT NO.- DSS-96-(1-84)
PUB DATE- 84
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Child Caregivers; *Disabilities; Elementary Secondary Education; Gifted; Hearing Impairments; Mental Retardation; Physical Disabilities; *Special Education; Special Health Problems; Visual Impairments

The guidelines are intended to provide caregivers with ways of working with children who have special needs. Following general guidelines on working with special needs children, information is summarized on the following exceptionalities: special health needs, physical needs, sight needs, hearing needs, speech needs, intellectual needs, emotional needs, and gifted. Information is provided on such topics as giving instructions, getting the child's interest, self-help skills, learning through other senses, and social experiences. Additional tips for activities are presented for each of the exceptionalities. A final section presents suggestions for working with children with more than one special need and talking with parents (CL)

Bernotavicz, Freda D.
Educational Gerontology: A Competency-Based Program for Adult Educators.
University of Southern Maine, Portland. Human Services Development Inst.
SPONS. AGENCY- Administration on Aging (DHHS), Washington, D.C.
PUB DATE- Feb 85
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Educators; *Aging (Individuals); Behavioral Objectives; Certification; Competence; Competency Based Teacher Education; *Course Descriptions; *Educational Gerontology; *Graduate Study; Higher Education; Masters Degrees; Models; Older Adults; Self Evaluation (Individuals); *Teaching Skills
IDENTIFIERS- *University of Southern Maine

This coursebook provides information on the concentration in educational gerontology in the Masters Program in Adult Education at the University of Southern Maine (USM). The first section discusses educational gerontology, including its areas of focus, for whom the concentration is intended, courses in the concentration, and the certificate in educational gerontology. Section 2 describes the competency model. It displays the USM Competency Model for Educational Gerontologists, which comprises 52 statements reflecting understandings, skills, and attitudes in three areas: concentration knowledge, program knowledge, and generic skills. Validation of the model and its applications are also addressed. Section 3 contains the syllabi of each of the five courses in the concentration: Social and Public Policy in Aging, Gerontology and the Helping Professions, The Older Person as an Adult Learner, Coordinating Educational Programs for Older Adults in the Community, and The Aging Worker. A competency/course matrix summarizes the competencies addressed by each of the courses and in the concentration as a whole. Each syllabus contains a course description, course objectives, requirements, course readings, and the following information for each topic (unit) covered: objectives, learner competencies, learning strategies, and resources. A competency self-assessment is appended. (YLB)

ED 253 723 CE 040 715

Vocational Needs Assessment: A Planning Process.

SPONS. AGENCY- Montana State Office of Public Instruction, Helena.
Dept. of Vocational Education Services.
PUB DATE- Jun 84
NOTE- 76p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Needs; Educational Research; Employment Opportunities; *Employment Patterns; *Employment Projections; Followup Studies; Graduate Surveys; *Needs Assessment; *Program Effectiveness; Salaries; Secondary Education; *Vocational Education; Vocational Followup
IDENTIFIERS- *Montana (Gallatin County)

This report presents results of a study undertaken to develop and test a procedure for assessing secondary vocational education needs. Chapter I is a brief introduction. Chapter II describes the employment and occupational growth patterns of Gallatin County, Montana. Together with the narrative, 10 tables illustrate basic employment growth, employment growth by industry, changes in occupational growth, earnings by occupation and by industry, female and male occupational distribution, and occupational projections. Chapter III describes the methodology used to conduct this study. First, discussion focuses on an informal survey in three target schools to gather information on graduates and school leavers in school year 1982-83 and thus to provide a beginning framework for evaluating the general performance of secondary vocational education programs. Two tables present summary results showing employment/school status of former vocational education students and status by program area. Second, results are presented of a statewide followup survey for both secondary and postsecondary vocational education programs for comparison with the Gallatin County survey. Three tables illustrate results. Based on the information gathered, recommendations discussed in chapter IV concern the following needs: additional data, continuation of student tracking, and career placement information. (Surveys are appended.) (YLB)

ED 253 765 CE 040 817

Havery, John W.
Electrical Occupations Cluster Brief. Vocational Education in Oregon.
Oregon State Dept. of Education, Salem.
PUB DATE- Nov 84
NOTE- 13p.; For related documents, see CE 040 810-820.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Articulation (Education); Behavioral Objectives; *Course Content; Course Organization; *Criteria; Curriculum Development; *Educational Objectives; Educational Planning; *Electrical Occupations; Electricians; Electronics; Electronic Technicians; Occupational Clusters; Program Descriptions; *Program Development; Program Improvement; Secondary Education; State Curriculum Guides; State Programs; *Statewide Planning; Trade and Industrial Education; Vocational Education
IDENTIFIERS- *Oregon

This guide sets forth minimum approval criteria for electrical occupations cluster training programs in Oregon. The information in the guide is intended for use by district-level curriculum planners, teachers, regional coordinators, or state education department staff involved with new program development or revisions of existing programs. The guide outlines the instructional content of electricity and electronics education programs in terms of program descriptions, areas for training (such as electronics assembler, appliance repair person, electronic technician, and electrician), program goals, course/content goals, and sample performance objectives. Course titles and descriptions are also included. A section on organizational options is designed to illustrate a few of the many ways to deliver the minimum instructional content required for an approved vocational cluster program. Content is illustrated by course titles for the instructional levels to recognize that students from different grades may enroll in one or more levels of a program. (KC)

ED 253 779 CG 017 981

Guidelines for a Vocational Guidance System in Washington State.

Washington Office of the State Superintendent of Public Instruction, Olympia.

PUB DATE- 80
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Counseling; *Career Guidance; Counselor Role; Counselors; Elementary Secondary Education; *Guidance Programs; Guidelines
IDENTIFIERS- *Washington

This guide for a vocational guidance system is intended for local school districts in Washington state. It begins with a brief statement of vocational guidance philosophy followed by a listing of goals and goal-related outcomes for students in K-12. Guidelines for the management team are outlined, and the role of the school staff member in an effective vocational guidance program is discussed. Guidelines for the vocational guidance counselor are presented, beginning with a philosophy statement and including an outline of basic qualities possessed by the counselor. Vocational counseling goals and guidance activity roles are outlined. The consultant role and research role of the vocational counselor are delineated, and the ideal physical environment for counseling effectiveness is described. Evaluation instruments for vocational guidance and the vocational counselor are included. (LLL)

ED 253 854 CS 007 931

Strain, Lucille B.

Developing Interpretive Comprehension Skills in Mathematics and Science.

PUB DATE- 84
NOTE- 23p.; Paper presented at the Annual Meeting of the World Congress on Reading (10th, Hong Kong, July 30-August 2, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Content Area Reading; Elementary Secondary Education; *Mathematics Instruction; Questioning Techniques; *Reading Comprehension; *Reading Strategies; *Science Instruction; *Study Skills; Teaching Methods

Helping students develop proficiency in the use of interpretive comprehension skills such as are required for reading mathematics and science materials becomes both a means for continuation of technological progress and a dimension of the kind of literacy needed for living and working successfully. The development of these skills must be sought in two major ways: as an integral part of the development process of reading throughout the elementary years, and as an objective of instruction in mathematics and science courses during the high school years. Several specific skills of interpretive comprehension should be the focus of instruction as students read mathematics and science materials: (1) prediction of outcomes, (2) drawing conclusions, (3) making generalizations, (4)perceiving relationships, (5) identifying implied sequences of events and ideas, (6) selecting implied cause-effect relationships, and (7) summarizing information. Among strategies for improving reading comprehension are questioning and the structured overview, which requires readers to focus on relationships between prior knowledge and current information and involves a diagram conveying major concepts in a unit of learning. (HOD)

ED 253 968 EA 017 554

Wiener, William K.
A Research and Development Approach for the Development of an In-Service Program for School Administrators.
Lenoir-Rhyne Coll., Hickory, NC.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 84
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrators; Change Agents; Delivery Systems; Elementary Secondary Education; Exceptional Persons; Federal Regulation; *Inservice Education; Mainstreaming; *Management Development; *Mild Disabilities; Organizational Development; *Principals; *Professional Development; Program Development; Research and Development
IDENTIFIERS- Project TAMEC; Three Phase Program for School Administrators

Technical Assistance for Mainstreaming Exceptional Children (Project TAMEC) assists regular education personnel in working with the mildly handicapped children in their schools. An extension of this North Carolina-based project is an onsite administrator inservice program--the Three Phase Program for School Administrators. Organizational development is the focus of the program with the philosophy that the school principal needs to fill the role of change agent if quality services for the handicapped are to be offered with a high degree of consistency at the local school level. A chronology of the activities during the 3-year project period (1980-83) demonstrates the effectiveness of the research and development cycle to develop an individualized approach to inservice preparation. A bibliography with nine citations is appended. (MLF)

ED 254 047 EC 172 007

Roehl, Janet E., Ed.

Computers for the Disabled. Conference Papers: Discovery '83 (Minneapolis, Minnesota, September 12-14, 1983).

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

PUB DATE- 84

NOTE- 177p.; The Office of Continuing Education and School of Education and Human Services were also involved in the development of this document.

AVAILABLE FROM- University of Wisconsin-Stout, Stout Vocational Rehabilitation Institute, Materials Development Center, Menomonie, WI 54751 ($15.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Assisted Instruction; *Computers; *Computer Software; *Disabilities; Elementary Secondary Education; *Special Education; *Vocational Education

Thirty presentations are included from a 1983 conference on computers for the disabled. The conference blended viewpoints from vocational rehabilitation and special education. The first section presents three keynote addresses: "High Tech/High Touch: Making Good on the Promise" (D. A. Fenderson); "Curbcuts and Computers: Providing Access to Computers and Information Systems for Disabled Individuals" (G. C. Vanderheiden); "The Person with Disability and the Benefits of the Microcomputer Revolution" (T. Shworles). The second section is composed of papers on such topics as the use of computers in rehabilitation facilities, adaptation of computer equipment for handicapped children, the lip-reader trainer, an electronic blackboard for a blind teacher, a computerized system at an independent living center, a voiced personal computer system with word processing capabilities for the severely physically handicapped, and use of LOGO by learning disabled students. (CL)

ED 254 048 EC 172 009

Lorieau, Paulette M.
Parenting the Gifted: Literature and Research.
PUB DATE- 15 Dec 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Child Rearing; Elementary Secondary Education; *Gifted; Parent Materials; *Parent Role

The bibliography presents annotations for approximately 80 references (1972-1983) on parenting gifted children. The references were chosen either because they presented a general overview of the field or because they offered thought-provoking viewpoints. Some of the research has direct implications for childrearing. Citations are arranged alphabetically by author's last name and include title, source, date and pagination information along with a brief summary. (CL)

ED 254 064 FL 014 686

Voght, Geoffrey M., Ed.
Proceedings of the EMU Conference on Foreign Languages for Business and the Professions (Dearborn, Michigan, April 5-7, 1984). Part VIII: Spanish for Business and the Professions.
PUB DATE- Apr 84
NOTE- 292p.; For related documents, see FL 014 679-685.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Allied Health Occupations Education; Business Administration Education; Classroom Techniques; College Second Language Programs; Course Descriptions; Cross Cultural Training; Educational Strategies; Engineering Education; *International Trade; Interpreters; Introductory Courses; *Languages for Special Purposes; Media Selection; Nursing; Patients; Program Descriptions; Second Language Instruction; *Spanish; Spanish Speaking

Part VIII of the proceedings includes 16 presentations. They are: "Strengthening Internationalism through the Establishment of a Center for Spanish Language Training for Engineering Students" (David C. Kraft, Pamela J. Madl, Robert C. Spires, and Rusty McClanahan); "Training Court Interpreters: A Practitioner's Perspective" (Linda E. Haughton); "Strategies for Activating Professionally Related Vocabulary in Intermediate Spanish" (Richard A. Curry); Spanish for the Professions: Should Our Pedagogy Stress Practice or Theory?" (Julia Moldof-Kurtz); "Bilingual (Spanish/English) Model Office, an Instructional Tool" (Lois M. Knowlton); "The Relationship of Special Purpose Language Courses for Business Spanish to Traditional Techniques, Methods, Texts, and Materials" (Laura J. Walker); "A Course in Beginning Spanish with a Business-Oriented Vocabulary: Methods and Texts" (Elisa Fernandez Cambria); "The Beginning of Spanish-for-Business Track within a Small College" (Sid D. Guillen); "The Best Language to Seal the Deal May Not Be English: Survival Spanish Can Help" (Cynthia Ann Elliott); "Spanish for Specific Purposes: The Nursing Professional" (John J. Staczek); "A Reassessment of Medical Spanish: A Need for a Demand or a Demand for a Need?" (Rochelle K. Kelz); "Towards a Better Understanding of the Hispanic Patient: Teaching Culture to the Health Professional" (Nitza Llado-Torres); "The Hispanic Community as a Resource in Language/Culture Training Programs for Professionals" (Barbara Lotito and Maria Borrero); "Como Se Dice Bedpan? The Urgent Call for Medical Spanish at Miami" (Donald A. Randolph); "The Teaching of Spanish for Medical Personnel" (Marjorie E. Herrmann); and "Street Spanish for the Helping Professions" (Douglas P. Hinkle). (MSE)

Johnstone, Tamara S.
The States Respond: Recent State Initiatives in Foreign Language Education.
Joint National Committee for Languages, Washington, DC.
PUB DATE- Nov 84
NOTE- 10p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Chicago, IL, November, 16-18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Admission Criteria; Certification; College Admission; *Educational Change; *Elementary Secondary Education; Graduation Requirements; Language Teachers; National Surveys; *Second Language Programs; State Departments of Education; State Legislation; *State Standards; *Statewide Planning; *Teacher Education

An informal national survey of new efforts in foreign language education undertaken by the Joint National Committee for Languages revealed that 12 states had made significant progress, another 13 states showed positive movement, and 12 had concluded studies, reports, and/or recommendations that may yield some results. Six had studies in progress, and eight more had legislation currently under consideration. In eight states, no progress was evident. Among the outstanding efforts were passage of laws establishing rewards for outstanding students, state university entry requirements in a foreign language, school district-adopted performance standards, required elementary school foreign language programs, and new and more stringent teacher certification regulations. Strong foreign language recommendations were found in several of the task force reports. Overall, strong forward movement toward improved foreign language education was found, but a need for national leadership in this area was found as well. (MSE)

ED 254 094 FL 014 892

English Teaching Profile: Iraq.

British Council, London (England). English Language and Literature Div.

PUB DATE- Jan 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; Educational Administration; Educational Planning; *Elementary Secondary Education; *English (Second Language); *English Instruction; Faculty Development; Foreign Countries; *Higher Education; Industry; Information Sources; Instructional Materials; International Cooperation; *Language Role; Language Teachers; National Surveys; Research Projects; Teacher Education; Teacher Effectiveness; Technical Assistance
IDENTIFIERS- *Iraq

A description of the role and status of the English language in Iraq begins with an overview of the distribution of English speakers and the most common uses of English. Subsequent sections outline: (1) the use and status of English within the educational system at all levels, including teacher education; (2) the availability of English language materials and resources; (3) the structure of educational administration relating to English instruction; (4) development and planning efforts; (5) English outside the educational system; (6) British, American, and other agency support for English teaching; (7) commercial opportunities relating to the English language; (8) creative writing in English; (9) current research; and (10) other sources of information about the situation. A concluding statement notes that the main weaknesses in the present English teaching situation are the standards of training and performance of English teachers in the schools, especially at the primary level, over-rigid insistence on teaching language forms rather than communication skills, rapidly dating textbooks, lack of ready access to a range of English language materials, and the ban on travel outside Iraq preventing teachers from attending specialized courses, a situation tied to political issues. (MSE)

Macian, Jan; Harewood, Glenn
Textbooks: Do They Match Your Students' Learning Needs?
PUB DATE- 84
NOTE- 11p.; In: Snyder, Barbara, Ed. Look Out World, Here We Come!
See FL 014 904.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles
(080)
DESCRIPTORS- *Cognitive Style; Evaluation Criteria; Evaluation
Methods; *Learning Processes; Learning Theories; *Second Language
Instruction; Teacher Student Relationship; *Textbook Evaluation;
*Textbooks; *Textbook Selection

Textbooks play a greater role in students' learning than is usually recognized, and teachers should examine textbook materials more carefully to assess their value for different learners with different cognitive styles. A new, more student-centered model of teaching and learning, the Annehurst Curriculum Classification System (ACCS), focuses on student differences. It suggests that the teacher respond to differences between and within students by developing or adapting observational techniques broad enough and sensitive enough to pick up information about the learner from the learner. A profile of student learner characteristics is developed from these dimensions of learning, considered to be inherent: interest in the subject matter area, age, previous experience, intelligence, motivation, creativity, sociability, emotional-personality, verbal expression, visual perception, auditory perception, and motor perception. Textbooks can also be classified according to these dimensions, and compared with the students' equivalent learning dimensions. A matrix is used to evaluate the text as concept-oriented or fact-oriented, abstract or concrete, having intentions implicit or explicit, presenting criteria implicit or explicit, having complex or simple organization, evoking analysis-type thought or recognition, evoking synthesis-type or isolated-type thought, and evoking evaluative thought or recall. Each of these criteria is specifically defined. It is important not to consider the materials' potential use or allow personal subject-matter bias to influence the classification, and to remember that factors such as interest level, cognitive level, readability, vocabulary level, word and sentence length, and illustrations may be considered. (MSE)

Application and Enrollment Patterns of Transfer Students, Fall 1983. State University of New York.

State Univ. of New York, Albany. Office of Institutional Research and Analytical Studies.

REPORT NO.- SUNY-OIR-6-84
PUB DATE- Nov 84
NOTE- 586p.; For related document, see ED 211 030.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; *College Applicants; *College Transfer Students; *Enrollment Trends; Full Time Students; Higher Education; In State Students; Out of State Students; Private Colleges; *State Universities; Two Year Colleges; *Undergraduate Students
IDENTIFIERS- *State University of New York

Data on the application and enrollment patterns of transfer students at the undergraduate level at the State University of New York (SUNY) are presented. The basic statistics show the relation of the transfer student's prior institution, current SUNY institution, and entry level. This information is provided for individual institutions, institution types, and institutions by coordinating area. Additional information is provided regarding trends in transfer students, relationship of the associate degree to transfers, and admissions success of transfer students. The institutional summary tables cover senior colleges, university centers, university colleges, health sciences centers, specialized colleges, statutory colleges, two-year colleges, agricultural and technical colleges, and community colleges. Separate sections on the prior institution cover student transfers from other SUNY institutions, other New York State institutions, and institutions from outside New York State. The trend data cover: full-time undergraduate credit course transfer students at senior institutions; transfer to SUNY senior institutions from SUNY two-year institutions; and enrollment of first-time, transfer, and continuing and returning students. A very brief narrative summary of the data is included. (SW)

ED 254 136 HE 018 101

Characteristics of CAL Grant Applicants and Recipients. A Preliminary Report on California Student Aid Commission Grant Programs, 1980-81 to 1983-84. Commission Report 84-33.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- 10 Dec 84

NOTE- 108p.

AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Students; Community Colleges; Eligibility; *Financial Aid Applicants; *Grants; Postsecondary Education; Private Colleges; *Scholarships; *State Aid; State Colleges; Student Costs; *Student Financial Aid; Trend Analysis

IDENTIFIERS- *California Student Aid Commission

Characteristics of applicants and recipients of California Student Aid Commission (CAL) grants and trends in aid for 1980 to 1984 are discussed. Information is also provided on characteristics and patterns of specific aid programs: the CAL Grant A State Scholarship Program, the CAL Grant B Opportunity Grant Program, and the Cal Grant C Occupational Training Grant Program. Trends are reported on: competition for CAL grants, low rates of application completion, applications from and eligibility of private college students, relative declines in middle-income applicants, the gap between grant availability and number of applicants, the impact of eligibility limitations, the reduced proportion of awards to new high school graduates, the gap between the grant amount and educational costs, and low rates of renewal among community college students. For each of the three grants, information is provided on: application patterns and applicant characteristics, program provisions affecting the distribution of awards, renewal of grant awards, and need remaining after receipt of CAL grants and Pell program grants. Factors responsible for changes in each program are also identified. (SW)

ED 254 150 HE 018 115

Assessment of Alternative Student Aid Delivery Systems. A Context Paper.

Advanced Technology, Inc., Reston, VA.
SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 3 Nov 82
NOTE- 40p.; For related documents, see HE 018 112-135 and HE 018 137-140.
CONTRACT- 300-80-0952
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Decision Making; *Delivery Systems; *Federal Aid; Financial Support; Grants; Higher Education; Needs Assessment; Policy Formation; Program Administration; *Program Design; Program Evaluation; Public Policy; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *Pell Grant Program

Background questions to support a federally-sponsored assessment of major student aid delivery system options are addressed. Attention is directed to: (1) information needed by the U.S. Secretary of Education to decide about changes to the delivery system; (2) reasons that delivery system redesign is a critical issue; (3) what can be learned from previous approaches to the delivery system issues; (4) the current approach to the delivery system redesign issue; and (5) what will result from the assessment effort. One consideration for key policymakers is the effect of the current delivery system on key participants, including aid applicants and their families, colleges, lenders, and state and federal government. The focus is three systems of the U.S. Office of Student Financial Assistance: Pell Grants, Guaranteed Student Loans, and campus-based aid. Major proposals of an alternative delivery system are reviewed that concern: use of technological advances, using a system approach to system redesign; broad alternative approaches involving operational and programmatic changes; and a general methodology for system redesign that deals with effects of change on program intent and involves the student aid community in the process. The framework and model structure of the current approach and its general strategy are also considered. (SW)

ED 254 164 HE 018 129

OSFA Goals and Objectives System: Strategies for Improved Program Planning and Management.

Advanced Technology, Inc., Reston, VA.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.

PUB DATE- Sep 83

NOTE- 100p.; For related documents, see HE 018 112-135 and HE 018 137-140.

CONTRACT- 300-80-0952

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrative Policy; *Critical Path Method; *Delivery Systems; *Federal Aid; Grants; Higher Education; Management Information Systems; *Program Administration; Program Development; Program Evaluation; *Student Financial Aid; Systems Approach

IDENTIFIERS- *Office of Student Financial Assistance

The purpose and function of the Goals and Objectives System of the U.S. Office of Student Financial Assistance (OSFA) are discussed. Results of a review of the system, policy issues, and a strategy for improving the system in OSFA program planning and management are also addressed. The system identifies a structure for work activities in OSFA and monitors the completion of work activities. The system was evaluated to identify the critical path for the Pell Grant delivery system and to develop a plan for refining the Goals and Objectives System based on the critical path. The review was also conducted to develop system flow, design specifications, and report formats for the Goals and Objectives System. To improve the system, it was recommended that the decision support needs of senior managers be analyzed. The systems design would include mapping information flows and report formats for each management level and organization unit. Appendices include: an example of output format for the OSFA Goals and Objectives System, a list of application planning and fund planning activities, a list of activities of the Goals and Objectives Management System, and a project activity report for the Pell Grant Delivery System. (SW)

ED 254 178 HE 018 157

Anderson, Richard E.
The Continuing Education Market: Financial and Structural Issues.
American Association for Higher Education, Washington, D.C.
PUB DATE- Feb 85
NOTE- 6p.
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600 Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Adult Students; *College Faculty; Compliance (Legal); *Continuing Education; Credit Courses; *Economic Factors; *Educational Finance; Expenditures; Federal Aid; Government School Relationship; Higher Education; Income; *Multiple Employment; Noncredit Courses; Personnel Policy; State Aid

Structural and economic problems facing higher education and potential new markets opened by continuing education are discussed, based on a study of 24 public and private institutions. Programming areas in continuing education are distribution requirements, contract training for employees of business, and noncredit courses for the general public. Three levels of cost pertain to instruction, administration, and institutional overhead. The major sources of income are tuition and fees, government subsidies, voluntary contributions, and general organization funds. Four prominent factors in programs that produce a financial surplus are economies of scale, proximity to a population base, economical use of adjunct faculty, and public support. Also important are financial results for evening and off-campus credit programs, general noncredit programs, and community service offerings. However, broadly conceived continuing education cannot be a financial substitute for credit and degree-granting programs that offer credentials. Public support for funding continuing education and legislative requirements for public funds are additional concerns, as are possible conflicts of interest for college faculty who engage in freelance instruction. (SW)

ED 254 192 IR 011 504

Poehler, David L.

Use of Selected Computer Assisted Instruction (CAI) in Health Classes.

PUB DATE- Nov 84

NOTE- 14p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984). For related document, see IR 011 502.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Body Weight; College Students; *Computer Assisted Instruction; *Courseware; Eating Habits; *Health Education; Health Materials; Higher Education; Intermode Differences; Lecture Method; Life Style; *Nutrition Instruction; Statistical Analysis; *Textbooks

IDENTIFIERS- Apple II

A pilot project examined the effectiveness of computer assisted instruction (CAI) in teaching selected concepts of health and fitness: coronary risk, lifestyle, and nutrition as related to weight control. A convenience sample of 58 students from two Concepts of Health and Fitness classes were randomly assigned to two groups, both of which used Getchell's "Physical Fitness a Way of Life" (1983) as a classroom text. Each group also heard a lecture on lifestyle, using Breslow's and Enstrom's study of health habits and mortality. In addition to the text, the experimental group used three CAI programs, including activities on coronary risk, nutrition as it relates to weight control, and lifestyle. Results indicate that CAI may have had a beneficial effect in the experimental groups' performance on a test on the first textbook chapter, although no significant differences were observed between experimental and control group results on the second and third text chapters. For the first chapter, signficance may result from students spending more time on task, due to the novelty of the CAI format. A 22-item bibliography is included. (LMM)

ED 254 206 IR 011 518

Carey, John; And Others
Modularization and Packaging of Public Television Programs.
Corporation for Public Broadcasting, Washington, D.C.

PUB DATE- 83
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cable Television; Instructional Materials; *Marketing; Planning; Policy Formation; *Production Techniques; *Programing (Broadcast); *Public Television; *Technological Advancement; Videodisc Recordings; Videotape Recordings
IDENTIFIERS- *Modularization

This report examines the changing relationship between public television programming and program distribution methods, and considers whether there is a need to change the design and packaging of some public television programming to respond to changes in the way the audience receives its programming as interactive cable systems, videocassettes, videodisc, and microcomputers proliferate. Background information covers developments in program packaging and distribution and explores design concepts that permit the adaptation of programming for multiple markets, such as modularization in which a project is initially planned with the intent of producing two or more products in varying formats. Legal, economic, and policy issues that may have an impact upon program packaging for the new distribution environment are also outlined. Emphasis is on the use of public television materials both to serve educational and cultural needs and to extend the reach of public broadcasting. Appended materials include story outlines and treatments for a hypothetical package including television programs, microcomputer software, prerecorded videocassettes, and videodisc, all created from a single core production; a plan for station organization for modular projects; and a discussion of negotiation for multi-market television production. (LMM)

ED 254 221 IR 051 022

Information Resources on Education and Training for Online Searching.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 3p.
CONTRACT- 400-82-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Information Retrieval; *Online Systems; Personnel Selection; *Search Strategies; *Training Methods
IDENTIFIERS- *End Users

Ten articles and reports published between 1977 and 1983 and cited in "Resources in Education" and "Current Index to Journals in Education" are listed in this annotated bibliography on education and training for online searching. Emphasis is on training the end-user and the bibliography includes a review of the research literature; a design study; a review of training efforts before 1980; a discussion of the problems of end-user searching; a description of how a group of engineering students were trained to perform interactive online searching on a small, specialized Scandinavian database; a discussion of staff selection and training for quality online searching; a description of a training program that stresses the teaching of systems rather than databases; a discussion of vehicles for education and training and tools and techniques for promotion; and a description of the use of libraries by ninth grade students trained in online searching and conventional modes of accessing literature. In addition to bibliographical information and the annotations, ERIC accession numbers are provided. (THC)

ED 254 235 IR 051 037

Wasserman, P.
The Teaching of Management as a Subject for the Preparation of Librarians, Documentalists, Archivists and Other Information Specialists.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-84/CONF.801/COL.1; PGI/E.T./HARM-II/4
PUB DATE- Oct 84
NOTE- 34p.; Paper presented at the International Symposium on Harmonization of Education and Training Programmes in Information Science, Librarianship and Archival Studies (Paris, France, October 8-12, 1984). For related documents, see IR 051 032 and IR 051 037-039.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Curriculum Development; Developing Nations; Higher Education; Information Centers; *Information Science; Information Scientists; *Information Services; Library Education; *Management Development; Position Papers; *Professional Education; *Professional Training; Public Administration Education

This paper examines the area of management training and its importance in developing joint training programs for librarians, documentalists, archivists, and other information specialists. Following introductory materials which provide background and discuss constraints on generalizing management ideas, the paper comprises sections on: basic elements of the management process (planning and innovation, control, organization, staffing, and direction, leadership and motivation); the need for trained managers; management of information organizations in the context of public administration; the paraprofessional level; management education for professionals; training of senior level managers; research on management of information organizations; methods of instruction in management; classroom arrangements; classroom techniques; qualifications of the management instructor; and a summary of suggestions and recommendations. A working paper from an FID/ICA/IFLA Working Party on Education and Training and a seven-page bibliography are appended. (THC)

ED 254 249 IR 051 051

Kranich, Nancy C.; And Others
A Study of an Online Catalog from a Public Services Perspective. Final Report.
New York Univ., NY. Univ. Libraries.
SPONS. AGENCY- Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Dec 84
NOTE- 47p.; For related document, see IR 051 049.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Automation; *Library Catalogs; Library Research; Library Services; *Online Searching; Search Strategies; Tables (Data); *User Satisfaction (Information); *Use Studies
IDENTIFIERS- *New York University; *Online Catalogs

New York University (NYU) Libraries received a 1-year grant from the Association of Research Libraries to study users' responses to its recently installed Geac online catalog, Bobcat (Bobst Library Computerized Catalog). The survey instrument, developed for Council on Library Resources (CLR)-funded national study of responses to public access catalogs, was used to gather data from 810 online catalog users and 477 non-users during the 1983-1984 academic year. This final report on the study of the online catalog from a public services perspective contains sections on: previous public catalog research; the hypotheses developed to study the relationships between levels of satisfaction with the online catalog and user success with the system; the research site; the research procedure (instruments, data collection, the sample, and data analysis); study data and detailed results of the CLR Study, and a brief discussion of the results of the NYU and the Interview Studies. A final discussion reveals that as expected, users participating in the study generally liked the computer catalog and had few complaints. Even respondents who had little or no experience using Bobcat often rated it favorably, considered it a satisfactory place to search, and preferred it to the card catalog. The improvements most frequently requested involved increasing the number and availability of terminals rather than changing system features. Appendices include supplemental questions for the user and non-user questionnaires and the NYU and Interview Study data. (THC)

ED 254 264 JC 850 066

Resource Guide for Educational Services (Student Services) for Colorado Community & Junior Colleges and Area Vocational Schools.

Colorado State Board for Community Colleges and Occupational Education, Denver.

PUB DATE- 7 Dec 84

NOTE- 38p.; Prepared by State Advisory Committee for Student Personnel Services.

AVAILABLE FROM- Chairperson, State Advisory Committee for Student Personnel Services, Pikes Peak Community College, 5675 South Academy Blvd., Colorado Springs, CO 80906-5498 ($5.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Community Colleges; Models; Statewide Planning; Student Development; *Student Personnel Services; Two Year Colleges; Vocational Education

IDENTIFIERS- *Colorado

This resource guide provides guidelines for the development of a new model for student services delivery systems in Colorado's community colleges and area vocational schools. Introductory material discusses the role of student services in the 1980's and provides information on the development of the proposed model and guidebook. Following a discussion of the philosophical basis of student services, the next sections suggest a broadening of the concept of student services to include a range of services related to student life and learning under the umbrella term "educational services"; outline the mission of educational services and its objectives; and look at the administrative functions of educational services. Next, sub-models of educational services are presented in the areas of admissions, advising, assessment, athletics, bookstore, campus security, career planning and development/counseling, child care, cooperative education, enrollment management, financial aid, food services, graduation, health services, housing, international students, job develoonent and placement, learning development program, library, lifestyle assessment and wellness, marketing, media, orientation, publications, records, recruitment, reprographics, retention, space utilization, special populations, student activities, and student government. Guidelines for evaluation and accountability and staffing are followed by a series of recommendations for future study and action in the areas of assessment and program placement, advising and attrition, and learner-centered education. A glossary of terms and selected references conclude the resource guide. (LAL)

ED 254 278 JC 850 085

Macaulay, David B.; And Others
Study of Selected Chemistry Courses at Harper College. Volume 13, Number 6.
William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE- 15 Mar 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Chemistry; Community Colleges; Questionnaires; School Surveys; Science Instruction; Two Year Colleges

A study of the Chemistry 110 and 131 courses at William Rainey Harper College (WRHC) was conducted to determine how students were using Chemistry 110 in their associate degree sequence and to investigate the recent enrollment declines in Chemistry 131. Records of students who enrolled in Chemistry 110 from fall 1979 to spring 1982 were examined to determine what other chemistry and science classes the students had taken, their major, and the percent who had earned an associate degree. Profiles of students who enrolled in Chemistry 131 were compared for 1975-76, 1981-82, and 1983-84. In addition, 110 chemistry departments in Illinois colleges were surveyed regarding their equivalent College Chemistry I (Chemistry 131) course. Information was solicited regarding teacher characteristics, attrition rates, teaching formats, average class size, enrollment patterns, trends in chemistry and chemical engineering majors, textbooks, and differences between day and evening sections. The profile of Chemistry 131 students indicated that the 1984-85 group differed significantly from previous years only in terms of a lower grade point average. Enrollments in Chemistry 110 jumped 65% from 1980-81 to 1981-82, but then leveled off. Of students who earned a grade in Chemistry 110, 51% took at least one more chemistry course, and 18.5% eventually earned an associate degree. Detailed survey findings and the questionnaire are included. (LAL)

ED 254 292 JC 850 100

Rounds, Jeanine C.; Andersen, Dan

Registration and Assessment Procedures at 99 California Community Colleges.

PUB DATE- 26 Feb 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Advising; Achievement Tests; *College Admission; *Community Colleges; School Orientation; School Registration; State Surveys; *Student Evaluation; Testing Programs; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In winter 1982-83, a survey was conducted of registration and assessment procedures used in California's community colleges. The survey, which was sent to 106 institutions, sought information on the colleges' procedures in the areas of course advising and registration, orientation, counseling, course changes, computer usage, testing requirements and uses. Study findings, based on responses from 99 colleges, included the following: (1) in 98 colleges, course advising was done by counselors and in 20 colleges by faculty; (2) the most common registration procedures were "arena" style (55 colleges), by mail (37 colleges), through individual conferences (33 colleges), and in large groups (20 colleges); (3) 84 colleges required or recommended orientation for at least some students; (4) 42 colleges required students to have a conference with a faculty member or counselor prior to registration; (5) 20 colleges required assessment for matriculation, and 32 recommended it; and (6) of the 62 colleges with a testing center, 41 indicated that it was open throughout the college year or calendar year. (LAL)

ED 254 306 PS 014 654

Schleicher, Klaus

Primary Education: Cooperation between School and Family (Prerequisites--Implementation--Problems).

PUB DATE- 84

NOTE- 38p.; Document may not reproduce well due to light and broken type.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Educational History; *Educational Improvement; Foreign Countries; *Government Role; *Parent Participation; Parent Role; *Parent School Relationship; Parent Student Relationship; *Parent Teacher Cooperation; Primary Education

IDENTIFIERS- Europe; *United States; *West Germany

Although mutual collaboration has been favored by educational reformers of earlier periods, there has never been such a unanimous swing in different countries towards parent involvement as in the 1970's. Which objectives for home-school collaboration gain priority and how collaboration is organized depend to a large extent on national traditions, social stratifications, and ideological positions. Institutionalized cooperation is different in different European countries and the United States. All strategies are somehow deficient, since quite a cleavage exists between public expectations of and logistical support for the cooperation. Conceptual improvements in cooperation strategies are indisputably necessary. It is important to insure that (1) parent cooperation is looked upon as an ongoing process from the preschool to the primary school; (2) successful examples of alternative ways of collaboration are made accessible to parents and teachers; (3) inservice training concepts and training possibilities for parents, teachers, and administrators are developed; (4) more complex and longitudinal research is carried out comparing consequences of different cooperation strategies; and (5) a legal framework is developed, not only to guarantee information to parents and promote participation at all administrative levels, but also provide for the establishment of parent organizations and their participation in educational policy making. (Author/CB)

ED 254 320 PS 014 936

Primary and Secondary Education in Sweden. Fact Sheets on Sweden.
Swedish Inst., Stockholm.
PUB DATE- Mar 84
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Compulsory Education; *Curriculum; *Educational Change; Educational History; *Educational Policy; Educational Testing; *Elementary Secondary Education; Federal Government; Foreign Countries; Grades (Scholastic); Immigrants; Local Government; Remedial Programs; School Administration; School Business Relationship; *School Organization; School Schedules; Teacher Education; Urban Schools; Vocational Education
IDENTIFIERS- Integrated Day; *Sweden

In addition to giving pertinent historical background, this document describes the current educational system in Sweden. Specifically described are reform efforts since World War II; responsibilities of the federal, county and municipal governments; features held in common by schools in the municipalities; organization and curriculum of compulsory and upper secondary schools; and structure and training of school staff. School administration and finance, curriculum, school year schedules, marks and examinations, and the organization of the school's work are described for both compulsory and upper secondary schools. Other features of Swedish schools discussed include the following: emphasis on practical working life orientation throughout schooling; bilingual programs for immigrant children; foreign language instruction; remedial teaching for children with academic or socially related school difficulties; free activity periods (sometimes organized within an integrated school day); students' option of delaying enrollment in upper secondary school; the right of employee organizations to influence school decisions; and the youth guarantee (which guarantees educational and vocational training for youth between the ages of 16 and 18 who are neither attending upper secondary school nor permanently employed). (CB)

ED 254 334 PS 014 955

Paternal Absence and Fathers' Roles. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, Ninety-Eighth Congress, First Session. November 10, 1983.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 84
NOTE- 177p.; Portions contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-05944-3, $4.25).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Blacks; *Business Responsibility; *Family Influence; *Fatherless Family; *Fathers; Hearings; Military Personnel; One Parent Family; Parenting Skills; *Parent Participation; *Parent Role; Prisoners; Voluntary Agencies
IDENTIFIERS- Congress 98th; Military Dependents

Subsequent to a related hearing surveying the economics of family life, the Select Committee on Children, Youth, and Families of the House of Representatives met to hear statements addressing the topics of paternal absence and the role of fathers in society. The first panel presented an overview of paternal absence and father involvement. Testimony disputes the view that emphasizes father absence and lack of interest in child care. New levels of father interaction and skill in dealing with infants are described. The second panel concentrated on military families and paternal absence, the Army's efforts to deal with both the changing nature and circumstances of the military family, and stresses on and needs of military families. The third panel described effects of paternal absence and involvement on children. The importance of economic security for families is substantiated by findings of studies on black fathers and fathering. The final panel listed private-sector initiatives that address paternal absence and father involvement. Discussion focuses on what voluntary organizations are doing to serve youth, new institutional developments enhancing the roles of fathers in their families, and the impact of father absence on families of incarcerated men. Included in the document are the United States Army Chief of Staff's 1983 White Paper on the Army Family and Margaret Slack's collection of information about the single-parent family. (RH)

ED 254 348 PS 015 004

Murphy, Jo-Anne
The Development and Use of a Language Arts Computer Software Program Appropriate for Special Needs Children.
PUB DATE- Aug 84
NOTE- 108p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Children; *Computer Assisted Instruction; *Curriculum Design; *Disabilities; Educational Media; Elementary Education; Elementary School Students; Individualized Education Programs; *Individual Needs; *Language Arts; Learning Disabilities; *Programed Instruction

For a school year, a language arts software program was used to help special needs children in Marblehead, Massachusetts who represented a range of learning disabilities and emotional, behavioral and physical disorders of varying degrees of severity. The program had three major components, entitled "Nouns," "Verbs," and "Adjectives." These components encompassed both drill and practice sections and creative writing. The following general principles applying to special needs children were incorporated in the program: individualization, personalized instruction, repetitions of principles and vocabulary, self-paced activity, ease of use, positive response to answers, and hierarchy of skills in exercise design. The study included 30 second through sixth graders, evenly divided between an experimental and a control group. Language sections of McGraw Hill's Comprehensive Tests of Basic Skills (CTBS) were used as pretest and posttest measures of academic change, while the Coopersmith's Self-Esteem Inventory and anecdotal data recorded feelings of self-worth before and after intervention. Of the four areas addressed in the study through the CTBS testing, two met expected gains (vocabulary and spelling) and two did not (language mechanics and language expression). The experimental group showed an increase of 3.07 points on the Self-Esteem Inventory, while the controls registered a decrease of 1.20 points. Case studies and charts indicating each child's academic and affective gains are provided. Among other materials, appendices include the questionnaire for teachers; the self-esteem inventory; a sample log; and data on changes in vocabulary, spelling, language mechanics, language expression, and self-esteem scores. (AS)

ED 254 361 RC 015 162

Benson, Joyce
Poverty in Maine: Recent Trends and Comparative Urban--Rural and Regional Disparities.
PUB DATE- Jul 84
NOTE- 23p.; Paper presented at the Ninth National/Second International Institute on Social Work in Rural Areas (Orono, ME, July 28-31, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demography; Dual Career Family; Employed Women; *Low Income States; *Poverty; Poverty Areas; *Rural Urban Differences; Social Change; *Socioeconomic Influences; *Trend Analysis; *Underemployment
IDENTIFIERS- *Maine; Structural Analysis (Economics); Structural Analysis (Sociology)

A structural approach which focuses on social and economic conditions under which poverty exists and which de-personalizes causes is used to study the extent and trends of poverty in general and Maine in particular. The 1980 Census reported that 13% of Maine's population was poor, but since income in Maine is generally low many people fall in and out of poverty with only slight changes in their situation. Half of Maine's poor are adults of working age (18-64). The largest single factor contributing to poverty among adults is under-employment. Wages in Maine have traditionally been much lower that the national average and the number of low-wage jobs is increasing. Emergence of the two-worker household has increased family income and stablized the poverty rate somewhat. Changes in the role of women as workers outside the home have outstripped their opportunity to earn wages, and concerns over a trend toward "feminization of poverty" are not unfounded. Although family planning and other programs have resulted in reduced family size, the number of children living in poverty remains unchanged; Maine's rural communities in particular have high rates of poverty. The appendix contains Maine maps and rural/suburban/urban demographic comparisons. (BRR)

ED 254 374 RC 015 184

Lovett, Ollie M.
PATHWAYS: An Adult Pre-GED Writing Skills Workbook. Level III. Teacher's Guide.
Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 84
NOTE- 64p.; For related documents, see RC 015 172-183.
GRANT- G008201011
AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721 N. Central Ave., #814, Phoenix, AZ 85004 ($4.95).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; American Indian Culture; *American Indian Education; American Indian Literature; Capitalization (Alphabetic); Course Objectives; *Form Classes (Languages); High School Equivalency Programs; Paragraph Composition; Punctuation; Reading Instruction; Reading Skills; Relevance (Education); *Supplementary Reading Materials; *Teaching Methods; Tenses (Grammar); Tribes; Units of Study; Vocabulary; Writing Instruction; *Writing Skills
IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

Part of the PATHWAYS Curriculum, the teacher's guide for the Pre-GED (General Educational Development) Level III writing skills student workbook provides a concise explanation of each skill, suggested teaching strategies, answers to the writing exercises, and a list of supplementary commercial materials for each of the lessons presented. Over 40 lessons are grouped under the following topics: (1) correct usage of parts of speech; (2) sentence structure; (3) paragraph development; (4) punctuation; and (5) capitalization. The guide presents detailed, step-by-step instructions for implementing the suggested strategies, which may be used for individual and/or group instructional settings. The preface of the guide also describes in detail the components of the culture-based GED preparatory reading and writing curriculum for American Indian adult education students. (ERB)

ED 254 388 RC 015 214

Survey of Political Participation, Employment, and Demographic Characteristics of Eleven Counties in Southern New Mexico. Volume II.

New Mexico State Advisory Committee to the U.S. Commission on Civil Rights, Santa Fe.

SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.
PUB DATE- Nov 83
NOTE- 237p.; For related document, see RC 015 213.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- City Government; *Economic Factors; Elementary Secondary Education; Enrollment Trends; Ethnicity; *Government (Administrative Body); Income; Labor Force; Local Government; *Politics; Population Growth; *Population Trends; Poverty; Public Officials; Racial Composition; *School Demography; School Districts; Sex Differences; Tables (Data)
IDENTIFIERS- *New Mexico (South)

The report briefly outlines the population characteristics, public employment and political representation status of the Dona Ana, Grant, Hidalgo, Luna, Otero, and Sierra counties in southern New Mexico for a 10-year period. The three sections of each profile focus on the city government, largest city in that county, and school district encompassing that municipality. Information in each profile includes: demographic data for 1970 and 1980 describing the composition of the population; its income and poverty status, and changes in population base over a 10-year period; composition of elected state, county, and city officials by race, ethnicity, and sex for the years from 1969 to 1983; county and city governments' work force by race, ethnicity, sex, and job classification as of 1982; enrollment data for the largest district in the county by race and ethnicity for selected school years from the 1968-69 to the 1983-84 school terms; composition of the district's school board by race, ethnicity, and sex for 1973 to 1983; and the district's work force by race, ethnicity, sex, and job classification as of the 1982-83 school year. A section describing the geographical scope, data sources, and methodologies used to compile and analyze the data concludes the report. (NQA)

Exploring Careers in Science and Engineering. Resource Materials for Teachers. Second Edition.

Research Triangle Inst., Research Triangle Park, N.C.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
NOTE- 114p.; For the related activities program, see SE 045 416.
GRANT- NSF-SED-8114640
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Career Exploration; Elementary School Science; *Engineering; Engineers; *Females; Handicap Discrimination; Intermediate Grades; Junior High Schools; *Minority Groups; *Occupational Information; Racial Bias; Role Models; *Science Careers; Science Education; Scientists; Secondary School Science; Sex Bias; Sex Fairness
IDENTIFIERS- National Science Foundation

The Science Careers Program consists of 12 activities aimed at increasing the career relevance of science education for all students in grades 4 through 9, while at the same time particularly encouraging female and minority students to consider careers in science and engineering. This set of resource materials is available to help teachers in preparing to use these activities. The materials are presented in six sections: (1) program objectives; (2) various materials on sex, race, and handicap role stereotyping, including aids for detecting stereotyping; (3) a compilation of facts about women and minorities in the labor force; (4) a compendium of information about famous women and minority scientists, a list of these scientists keyed to science curriculum topics, and sample ideas for using posters about scientists; (5) career and employment information, a list of definitions of science/engineering careers, and a discussion of the participation of women and minorities in science (with consideration of their attitudes and performance as youngsters, educational and employment patterns); and (6) a description of ways students and teachers can learn more about science engineering careers (including guidelines for classroom visits by scientists). An extensive annotated bibliography of print and audiovisual materials is included. (JN)

ED 254 417 SE 045 436

Gourgey, Annette F.
The Relationship of Misconceptions about Math and Mathematical Self-Concept to Math Anxiety and Statistics Performance.
Newark Board of Education, NJ. Office of Research, Evaluation and Testing.
PUB DATE- Apr 84
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; *College Mathematics; College Students; Educational Research; *Error Patterns; Higher Education; *Mathematics Achievement; *Mathematics Anxiety; Mathematics Instruction; *Self Concept; Statistics
IDENTIFIERS- Mathematics Education Research; *Misconceptions

The contributions of acceptance of misconceptions about mathematics, mathematical self-concept, and arithmetic skills to mathematics anxiety and to statistics course performance were studied in 92 adult students aged 18 to 57 with a median age of 27, (16 males and 76 females). Results showed that acceptance of misconceptions and mathematical self-concept were significantly related to mathematics anxiety; the combination of misconceptions, mathematical self-concept and arithmetic skills was significantly related to statistics course performance. Older students returning to school after several years' absence were the ones most debilitated by negative attitudes toward mathematics. It was concluded that mathematics anxiety involves a mechanistic, nonconceptual approach to math, a low level of confidence and a tendency to give up easily when answers are not immediately apparent. (Author/MNS)

Burns, Joseph C.; Okey, James R.
Effects of Teacher Use of Analogies on Achievement of High School Biology Students with Varying Levels of Cognitive Ability and Prior Knowledge.
PUB DATE- Apr 85
NOTE- 35p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Biology; *Cognitive Ability; Cognitive Development; Comprehension; *Conventional Instruction; Developmental Stages; High Schools; Science Education; *Science Instruction; *Secondary School Science; Teaching Methods
IDENTIFIERS- *Analogies; Science Education Research

This study investigated the effects of analogy-based and conventional lecture-based instructional strategies on the achievement of four classes of high school biology students (N=123). Prior to treatment, students were assessed for cognitive ability and prior knowledge of the analogy vehicle. The analogy-based treatment consisted of teacher lecture and student examination of analogy text, diagrams, and charts comparing target information to an analogous domain. Conventional lecture-based strategies involved didactic teacher presentation of target concepts supplemented with reading assignments from the regular textbook. Findings indicate that: (1) analogy-based instructional methods appear to enhance student performance relative to conventional lecture-based instruction in achievement related to the digestive, nervous, and circulatory system; (2) both concrete and transitional/formal operational students benefited from analogy-based instruction; (3) with both treatments, transitional/formal operational students tended to show higher achievement than concrete operational students; (4) concrete operational students receiving analogy-based instruction scored higher than transitional/formal operational students receiving conventional lecture-based instruction; (5) students who comprehended analogies showed significantly higher achievement over those who did not comprehend them; and (6) the effects related to treatment tended to be more pronounced when comprehension of analogy was high. (Author/JN)

ED 254 049 EC 172 010

Marion, L. Marvin
Presidential Journey to the White House.
PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Elections; Elementary Education; Federal Government; *Gifted; High Schools; Junior High Schools; Lesson Plans; *Presidents; *Social Studies
IDENTIFIERS- *Presidential Campaigns

The social studies unit was written for middle and high school students as well as for gifted/talented elementary students. It covers the process of electing a president. Goals and performance objectives are specified along with a flow chart depicting concepts, generalizations, and skills to be taught over the 2- or 3-week period. This unit will enable the student to: be exposed to the democratic method of selecting candidates to run for the office and of electing a U.S. president every four years; become acquainted with issues involved in political campaigns; be involved in mock conventions, debates, speeches, campaigns and voting; and examine terminology related to the process of electing a president. Several lesson plans are included with information on concepts, objectives, materials, and procedures. Games are then described dealing with past U.S. presidents. A four-page bibliography, which includes names and addresses of organizations which have relevant teaching materials, and several films and slide/tape sets, ends the document. (CL)

ED 254 080 FL 014 877

Johnstone, Tamara S.
The Rediscovery of Education in America: An Assessment of National Commission and Task Force Reports.
Joint National Committee for Languages, Washington, DC.
PUB DATE- Nov 84
NOTE- 13p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Chicago, IL, November 16-18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; *Educational Needs; *Educational Quality; Elementary Secondary Education; Literature Reviews; *National Surveys; *Second Language Instruction; *State of the Art Reviews
IDENTIFIERS- Academic Preparation for College (CEEB); Action for Excellence; Americas Competitive Challenge; Beyond Growth Next Stage Lang and Area Studies; Critical Needs in International Education; *Excellence in Education; High School A Report on Secondary Educ in America; Making the Grade; Nation at Risk (A); Nation Responds (A); Signs of Trouble and Erosion A Report on Grad Educ

The national task force and commission reports on the status of education in the United States released in 1983 and 1984 that have the most relevance for foreign language studies are reviewed. These include: (1) "A Nation At Risk" by the National Commission on Excellence in Education, the College Board's "Academic Preparation for College: What Students Need to Know and Be Able to Do," "Making the Grade" by the Twentieth Century Fund's Task Force, the Carnegie Foundation for the Advancement of Teaching's "High School: A Report on Secondary Education in America," the report of the National Commission on Student Financial Assistance entitled "Signs of Trouble and Erosion: A Report on Graduate Education," the Business-Higher Education Forum's "America's Competitive Challenge--The Need for a National Response", "Action for Excellence" by the Task Force on Education for Economic Growth, the Department of Education's "A Nation Responds: Recent Efforts to Improve Education," "Critical Needs in International Education: Recommendations for Action" by the National Advisory Board on International Education Programs, and "Beyond Growth: The Next Stage in Language and Area Studies" by the Association of American Universities. The foreign language-related statements and recommendations of the reports are discussed, and source information for each is provided. (MSE)

ED 254 095 FL 014 893

English Teaching Profile: Cameroon.
British Council, London (England). English Language and Literature Div.
PUB DATE- Feb 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; Educational Administration; Educational Planning; *Elementary Secondary Education; *English (Second Language); *English Instruction; Foreign Countries; *Higher Education; Industry; Information Sources; Instructional Materials; International Cooperation; *Language Role; Language Teachers; National Surveys; Research Projects; Teacher Education; Technical Assistance
IDENTIFIERS- *Cameroon

A description of the role and status of the English language in Cameroon begins with an overview of the distribution of English speakers and the common uses of English. Subsequent sections outline (1) the use and status of English within the educational system at all levels, including teacher education; (2) the availability of English language materials and resources; (3) the structure of educational administration relating to English instruction; (4) development and planning efforts; (5) English outside the educational system; (6) British, American, and other agency support for English teaching; (7) commercial opportunities relating to the English language; (8) creative writing in English; (9) current research; and (10) other sources of information about the situation. A concluding statement notes that the educational problems affecting the system in general, such as insufficient planning, an inadequate budget, and a shortage of qualified teachers, also seriously affect English instruction, but that significant improvements have been made in the last seven years, most of them under the aegis of the British Council and the Overseas Development Administration. These improvements include additional British-trained and well motivated instructors and donated equipment and books. (MSE)

ED 254 123 HE 017 956

Report Card. Learn & Shop.
Indiana Univ.-Purdue Univ. Ft. Wayne, Ind.
PUB DATE- 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; *Credit Courses; Educational Innovation; *Extension Education; Higher Education; *Off Campus Facilities; Private Colleges; Program Descriptions; *Satellite Facilities; *School Business Relationship; School Location; Universities
IDENTIFIERS- *Indiana Univ Purdue Univ at Indianapolis; *Shopping Centers

The Indiana University-Purdue University at Indianapolis' "Learn & Shop" program, which offers regular college credit courses in convenient shopping centers, is discussed. In addition to providing information on students, books and libraries, curriculum, and classes, consideration is given to advantages for students, retailers, and the school. Also included are comments by the media, students, teachers, and retailers. After the program was launched in 1979 with 25 course sessions at 5 shopping centers, it grew to 63 sessions in 1984 and now offers almost 4 percent of the university's total credit hours. For the 18,000 students currently served by the program, convenience is important, including ease of parking. Retailers benefit from potential sales opportunities from either the students or friends and family members who shop while the student attends class. For the university, this mode of operation represents an extension of service without yielding standards. Learn & Shop has become a model for similar programs of more than 25 institutions in 30 states. A list of 23 references is included. (SW)

Common Course-Numbering Systems. A Report to the Legislature in Response to Senate Bill 851 (1983). Commission Report No. 84-34.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- 10 Dec 84
NOTE- 39p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Planning; *College Transfer Students; Course Descriptions; *Courses; Higher Education; Introductory Courses; *Number Systems; Postsecondary Education; *Statewide Planning
IDENTIFIERS- *California; California Articulation Number System; *Course Numbering

Information on a California senate bill that would establish a common course-numbering system is presented, along with the recommendations of the California Postsecondary Education Commission. After reviewing common course numbering in other states, information is provided on the intersegmental system currently operating in California: the California Articulation Number (CAN) system. CAN is a cross-reference system that identifies transferable lower-division, introductory, and preparatory courses commonly taught at two- and four-year California campuses. The statutory specifications for a common course-numbering system are designed to promote the transfer of community college students to four-year institutions and to identify courses with similar educational objectives related to student competencies. The Commission concludes that: (1) a course numbering system would help students to plan studies and to evaluate transfer choices; (2) a uniform course-numbering system like Florida's is unnecessary in California; (3) course-equivalency guides and matrices of equivalent courses in particular programs are of limited value in California; and (4) a generic numbering system including a common course prefix and number which retains schools' own course numbers/titles, would be suitable. Steps to further implement the CAN system are recommended. (SW)

ED 254 151 HE 018 116

Quality Assurance for Vendor/Processor Contracts.
Advanced Technology, Inc., Reston, VA.
SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 29 Apr 83
NOTE- 70p.; For related documents, see HE 018 112-135 and HE 018 137-140.
CONTRACT- 300-80-0952
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Computer Software; *Contracts; Data Processing; Federal Aid; *Federal Regulation; Government Role; Higher Education; *Management Information Systems; Performance; Productivity; Program Effectiveness; *Quality Control; Records (Forms); Reports; Specifications; Standards; *Student Financial Aid; Systems Development

The way that the U.S. Department of Education's Office of Student Financial Assistance (OSFA) should conduct its quality assurance function of monitoring a processing contractor is described. For the following quality assurance procedures, information is provided on the goal of the procedure, activities to be measured, measures, and the role of quality assurance: production control, information receipt, data entry, data edit, computation, document production and mailing, corrections, fiscal control, software quality assurance, productivity control, telephone service, correspondence, reporting process, and corrective action process. Also included is a summary checklist of quality assurance procedures that monitors can use to assure they have completed all quality assurance tasks. Appended are: a summary of the division of responsibility between the contractor and OSFA for maintaining the quality of software; a monitor's checklist for reviewing the software developed by the processing contractor; an example of a signoff form to notify OSFA of proposed changes in the system or system software; an example of an OSFA internal reporting form that summarizes key processing measures and exceptions; and an example of OSFA internal reporting summary form (section 1) tailored to Pell Grant processing. (SW)

An Analysis of Quality Control Regulations for Selected Federal Entitlement Programs.
Advanced Technology, Inc., Reston, VA.
SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- Nov 83
NOTE- 33p.; For related documents, see HE 018 112-135 and HE 018 137-140.
CONTRACT- 300-80-0952
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Agency Role; Comparative Analysis; Compliance (Legal); *Delivery Systems; Error Patterns; Evaluation Methods; *Federal Aid; *Federal Regulation; Federal State Relationship; Higher Education; Incentives; *Program Evaluation; *Quality Control; Standards; Student Financial Aid
IDENTIFIERS- Aid to Families with Dependent Children; Food Stamp Program; Medicaid; Supplemental Security Income Program

Quality Control (QC) regulations for the following federal entitlement programs are discussed: Aid to Families with Dependent Children (AFDC), Medicaid, Supplemental Security Income Program, and Food Stamp Program. Implications of these QC procedures and for the Department of Education's approach to QC regulations are also considered. Each set of regulations dealing with QC in the program is described according to several characteristics, including programmatic relationships among the federal, state, and local governments; QC responsibilities and procedures; standards and measures; frequency of reporting; and incentives. It is concluded that the structure of the delivery system is a critical factor in determining the regulatory approach to QC taken by federal agencies. Results of the review include: the regulations mandate the inclusion of not only computation and reporting of error rates, but also the development and implementation of corrective action plans; standards, measures, and frequency of computing and reporting measures are fairly consistent across programs; most regulations identify both positive and negative incentives; and the character of the regulations differ across agencies. (SW)

ED 254 179 HE 018 166

Lundin, Janet, Ed.; Smith, Theodore, Ed.
University and College Opportunities Handbook.
California State Dept. of Education, Sacramento. Univ. and Coll. Opportunities Program Unit.
PUB DATE- 84
NOTE- 56p.
AVAILABLE FROM- Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.25).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Admission Criteria; Affirmative Action; Ancillary School Services; Career Planning; College Instruction; *College Preparation; *Educational Opportunities; Federal Aid; Financial Support; Guidelines; Higher Education; Information Sources; *Leadership Training; Mentors; *Nontraditional Students; State Aid; *Student Financial Aid; Student Recruitment
IDENTIFIERS- *California; *University and College Opportunities Program CA

Information about college preparation programs, opportunities for leadership experiences, funding sources, and resource organizations is presented to help schools develop preparatory programs for youths currently underrepresented in higher education. The following qualities of an effective university and college opportunities (UCO) program are considered: instruction, instructional support, counseling/advising, parental involvement/support, career awareness, district support, and data collection. Youth leadership programs provided by resource organizations and UCO offices are described, and the name, address, and phone numbers of the contact person are identified. Information is included on: federal and state legislation authorizing funding for UCO programs, the UCO network of support/information exchange; Title IV-C programs of the Elementary and Secondary Education Act, and UCO program evaluation concerns. The UCO Network School District Profile and a list of publications and organizations providing information about student financial aid are provided, along with information about mentor programs, the academic boosters club, career awareness programs, financial aid programs, student affirmative action and outreach, and University of California admission requirements. (SW)

ED 254 193 IR 011 505

Fuller, Robert G., Ed.

Using Interactive Videodiscs in Open University Courses. I.E.T. Papers on Broadcasting No. 218.

Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 83
NOTE- 54p.; Papers presented at a workshop. Best copy available. Document is on colored paper and contains light type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Design Requirements; Engineering Education; Flow Charts; Foreign Countries; Higher Education; Interaction; *Material Development; Microcomputers; Open Universities; Production Techniques; *Videodisc Recordings; Video Equipment
IDENTIFIERS- *Interactive Video; Open University (Great Britain); United States

This nine-paper collection from a June 1983 Open University (OU) campus workshop in Milton Keynes, England, describes an interactive video project developed for an OU undergraduate course, T252, Introduction to Engineering Materials, and discusses varied aspects of interactive videodisc program development. The following papers are included: "Selecting Media and Possible Roles for Interactive Video in the Open University" (Tony Bates); "Interactive Videodiscs in America" (Dean Zollman); "Using Interactive Videodiscs in Open University Courses" (Bob Fuller); "T252 Videodisc, Its Origin and Aims" (Keith Williams); "Modes of Interaction with a Computer-Controlled Video System" (Paul Blenkhorn); "Organizing Material for an Interactive Videodisc" (Stephen Brown); and "Interactive Video Evaluation," "Evaluation of the T252 Videodisc," and "Questions for Discussion on Using Interactive Video in OU Courses," all by D. M. Laurillard. Appendices include a description of the videodisc lesson on material properties of metals and polymers, a content flowchart, a list of interactive video design tips, Philips videodisc mastering quotes, and the videodisc project proposal. (LMM)

ED 254 207 IR 011 519

Strategic Assessment of the Teletext and Videotext Markets for the Corporation for Public Broadcasting. Final Report and Appendices.
Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- 83
NOTE- 258p.; For related document, see IR 011 520.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Broadcast Industry; *Marketing; Media Research; *Planning; Policy Formation; Program Development; *Program Implementation; Programing (Broadcast); *Public Television; *Technological Advancement; *Videotex
IDENTIFIERS- Vertical Blanking Interval

This two-volume report of a planning study conducted for the Corporation for Public Broadcasting presents an assessment of the opportunities and risks associated with public broadcasting's involvement in teletext and videotext. Volume 1 contains a strategic assessment that offers analysis, recommendations, and conclusions regarding the market for teletext and videotext, public television's position in that market, and actions that should be taken to maximize the position. The second volume contains two appendices with reports that form the basis for the strategic assessment, entitled "A Situational Assessment of the Teletext and Videotext Markets" and "An Institutional Assessment of Public Television's Ability to Enter New Ventures." The first provides a picture of the current marketplace, an assessment of the existing opportunities and obstacles to entrance and a perspective on future market developments and conditions. The institutional analysis examines the mission, strengths, and weaknesses of public television in relation to possible entrance into teletext or videotext ventures and identifies key issues for consideration. (LMM)

ED 254 222 IR 051 023

Information Resources on Microcomputers in Libraries: Library Administration. A Selected ERIC Bibliography.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 3p.
CONTRACT- 400-82-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Computer Oriented Programs; Elementary Secondary Education; *Library Administration; Library Services; *Microcomputers; *Public Libraries; *School Libraries
IDENTIFIERS- *Computer Uses in Education

Eleven articles and reports published between 1980 and 1984 and cited in "Resources in Education" and "Current Index to Journals in Education" are listed in this bibliography on microcomputers in libraries. Emphasis is on microcomputers in public and school libraries and topics included are factors that should be considered before purchasing a computer; hardware and software selection; support materials; administrative considerations; staff development and patron workshops; possible applications of microcomputers in libraries (including cataloging, circulation, acquisitions, serials control, reference and database systems, and administration); applications in school library media programs; examples of specific applications; and current and future trends. In addition to bibliographical information and the annotations, ERIC accession numbers are provided. (THC)

ED 254 236 IR 051 038

Cook, M.

The Teaching of Technology as a Subject for the Preparation of Librarians, Documentalists, Archivists and Other Information Specialists.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

REPORT NO.- PGI-84/WS/16; PGI/E.T./HARM-II/5

PUB DATE- Oct 84

NOTE- 32p.; Paper presented at the International Symposium on Harmonization of Education and Training Programmes in Information Science, Librarianship and Archival Studies (Paris, France, October 8-12, 1984). For related documents, see IR 051 032 and IR 051 037-039.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Curriculum Development; Developing Nations; Higher Education; Information Centers; *Information Science; *Information Services; Position Papers; *Professional Education; *Professional Training; *Technological Literacy

This document deals with the initial technological training of professionals in the information services at three levels: the main professional level, the higher professional or managerial level, and the paraprofessional level. In addition to a review of some general considerations, the paper provides more detailed discussions of technological and organizational considerations. Technologies covered include reprography, word processing, computing, telecommunications, databases, and data storage technology, with sections on course elements, electives and career choices, and levels of instruction. Organizational considerations include the status of training schools and infrastructure requirements; validation of courses, including the role of professional associations, a common training system, and the questions of training abroad; technological equipment in training schools; and a pedagogy for technical training. A summary and conclusions, notes and references, and an 82-item bibliography are included. (THC)

ED 254 250 IR 051 052

Bassett, Robert J.; And Others
Report of the Study Group on Electronic Access to Information.
Tennessee Univ., Knoxville. Univ. Libraries.
PUB DATE- Dec 84
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Libraries; Databases; Fees; Higher Education; Input Output Devices; Library Equipment; Library Expenditures; Library Materials; Library Personnel; *Library Services; *Online Searching; *Online Systems; Position Papers; *Reference Services
IDENTIFIERS- Library Users; *University of Tennessee Knoxville

This document reports the findings of a study group charged with reviewing the current and future prospects for database searching and electronic access to information in the Library of the University of Tennessee at Knoxville. Specific points of interest include factors influencing the demand for these services, costs of providing the services, who should pay, and the possible replacement of print sources with online access to information. Following a discussion of changes in usage patterns, costs, and equipment between 1975 and 1983 and the expansion of the online industry in general, the paper focuses on three major elements of online information service: databases, equipment, and the human factor. The final section of the paper comprises 14 action statements divided into five categories: (1) reallocation of resources; (2) growth of online searching; (3) user charges; (4) document delivery; and (5) impact on reference services. Two appendices--a table showing computer search service use with average search cost from 1975-1983 and suggested guidelines for developing in-house reference query databases--are included, as well as a bibliography. (THC)

ED 254 265 JC 850 068

Wilson, Meredith A.
Evaluation of the Solano College Writing Skills Laboratory.
Solano Community Coll., Suisun City, CA.
SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.
PUB DATE- 24 May 84
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Community Colleges; Program Evaluation; *Remedial Instruction; Two Year Colleges; *Writing Instruction; *Writing Skills
IDENTIFIERS- *Writing Laboratories

In order to evaluate the effectiveness of the individualized writing laboratory program at Solano Community College, comparisons were made in fall 1983 among students enrolled in the Writing Skills Laboratory (WSL), students enrolled in English Fundamentals (EF), and students concurrently enrolled in both WSL and EF (WSL+EF). Within each of the three categories, students were further grouped according to their scores on reading and written English expression tests. Comparisons were based on writing assignments completed at the beginning and end of the term and retention rates. Study findings included the following: (1) EF classes had an overall retention rate of 72%; the WSL had an overall retention rate of 71%; and the retention rate for students concurrently enrolled in WSL+EF was 98%; (2) 58% of the WSL students and 61% of the WSL+EF group were in the highest risk categories based on their test scores; (3) of the WSL+EF students who persisted, 73% received credit in the WSL and 55% received a grade of C or better in EF; while 53% of those who enrolled in EF only received a grade of C or better; (4) on writing samples, WSL and WSL+EF students produced the highest rate of improvement in writing skills; and (5) students' scores on the reading test were found to be good indicators of success or failure in composition classes when considered in conjunction with scores on the writing test. The study report includes conclusions and recommendations; information on the holistic criteria used in rating student writing samples; and samples of student papers corresponding to each grading level. (LAL)

ED 254 279 JC 850 086

Burns, Charles A., Ed.
Insight: An Annual Collection of Articles on Teaching and Learning by Faculty of the Community Colleges of the State University of New York. 1984-85.
State Univ. of New York, Albany. Faculty Council for Community Colleges.; State Univ. of New York, Albany. Office for Community Colleges.
PUB DATE- 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Instruction; College School Cooperation; *Community Colleges; Computer Assisted Instruction; Day Care Centers; Faculty Development; Learning Disabilities; Liberal Arts; Remedial Instruction; Seminars; Teacher Evaluation; *Teaching Methods; Two Year Colleges; Two Year College Students; Writing Instruction

Articles dealing with instructional approaches, faculty development, and student needs are presented. The 1984-85 collection includes: "An Evolving Partnership: The Community College-Secondary School Connection," by Cornelius V. Robbins; "What If Willy Loman Worked for You," by Paul W. Brennan; "Day Care Centers: The Versatile Student Support Service," by Anthony A. Adamo; "Cross-Disciplinary Writing: A Function of Faculty Development," by James Early; "Human Ecology: Liberal Arts for the Future," by M. Garrett Bauman and M. Thomas Cooper; "The Learning Disabled Student in the Community College," by Paula Beck; "The Classroom Connection: An Early Intervention Model," by Charles Croll and Linda Linville; "Computer-Assisted Instruction in Writing: The Freshman Composition & Research Paper Assignment and Donald Davis' Topoi," by Louis Chicatelli and Frank Madden; "Thinking Small: Some Hopeful Speculation about Faculty Development Programs," by Gail Rogers Rice; "A Preface to the Research Paper: The Student Seminar Approach to Literature," by Maryanne Vent; "The Technical/Medical Writing Lab: A Synthesis of Consultants, Computers, Composing, Credit and Interdisciplinary," by Christine M. Godwin; "Esprit: A Humanities Magazine," by Donald G. Parker and Barry John Capella; "Innovations in Laboratory Training for MLT AAS-Degree Students," by Myrtle M. Green and Sonja Hill; and "A Peer Evaluation," by Kay McKemy. (LAL)

ED 254 293 JC 850 109

Koehnline, William A.; Thobe, Urban A.
Learning Clusters and Instructional Divisions: Forms of Organization Reflecting Contrasted Philosophies of Education.
Oakton Community Coll., Des Plaines, IL.
PUB DATE- 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cluster Colleges; Community Colleges; Educational History; Two Year Colleges

Looking back over the 14-year history of Oakton Community College (OCC) with its cluster system of organization, this paper examines the distinctions between discipline-oriented organization and the cluster system, and discusses the current rationale for OCC's maintenance of this approach. First introductory material describes how the president and deans of the new institution originally established three faculty groups, each representing a cross-section of the entire curriculum, as the basis for OCC's cluster system of organization. This section also reviews efforts by the administration, faculty, and Board of Trustees to reexamine the ideas underlying the founding of the college. Next, the origins of the cluster approach at OCC are discussed, and information on the organizational structure of the college is provided. A comparison is then drawn of the traditional department/division approach and the cluster approach in terms of content, the role of faculty, and the duties and qualifications of administrative leaders. After placing the shift of focus of academic institutions from subject matter to process in a historical context, the paper contrasts the values inherent in traditional and cluster systems. Concluding comments assert that the cluster approach is still appropriate for a community college. (LAL)

ED 254 307 PS 014 655

Schleicher, Klaus
Child Ecology: Dimensions to Safeguard the Development and Education of Children.
PUB DATE- 80
NOTE- 12p.; In: Paolini, Edizioni, Ed. La Famiglia Ambiente Naturale Del Bambino. Milan, Centro Internazionale Studi Famigila, 1980.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Advocacy; Childhood Needs; Early Childhood Education; *Educational Improvement; Educational Objectives; Ethics; *Family (Sociological Unit); Family Environment; Family Influence; *Humanism; Social Development; Social Environment; *Social Planning; *Young Children
IDENTIFIERS- *Child Ecology; Human Ecology

A human-ecological dimension is needed to safeguard the development of children. This "child ecology" will protect children against alienating forces of modern civilization caused by rapid social, cultural, and technical changes. The human-ecological dimension is a contribution toward regaining an overall framework for human self-interpretation and development. A responsible child policy cannot have its foundation in fragmented social strategies, be concerned with partial educational programs, or be subjected to changing politics. It has to allow for an integrated approach and longitudinal consequences. Children who suffer physical and psychological impairments become burdens on society. However, the costs for deficit compensation could be limited by considering family, social, and political factors (which have greater effects on educational attainment than curricula, school organization, and teacher training) and by recognizing discontinuities and bimodal dispositions during a child's development. In order to create a more humanized environment: (1) the family should be valued and supported; (2) prospective parents should be educated, and social institutions should give more support to young families; (3) bimodalities and discontinuities in child development should be taken into account in education; (4) integrated but decentralized social and educational policies should be developed; and (5) the principles of child ecology should be endorsed in early childhood education. (CB)

ED 254 321 PS 014 938

Path-Referenced Assessment for Head Start Children. The Head Start Measures Project: Executive Summary.

Arizona Univ., Tucson. Center for Educational Evaluation and Measurement.

SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.

PUB DATE- Jun 84

NOTE- 56p.

CONTRACT- HHS-105-81-C-008

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Achievement Tests; Early Childhood Education; General Science; Language Acquisition; Mathematics Skills; Measurement Techniques; *Preschool Tests; Pretesting; Reading Skills; Social Development; Spanish; *Test Construction; Test Interpretation; Test Items; Test Length; Test Reliability; Test Validity; Visual Perception

IDENTIFIERS- *Path Referenced Tests; *Project Head Start; Science Skills

The Head Start Measures Project was a 3-year study to develop a set of measures designed specifically for Head Start children. The measures are based on a path-referenced approach to assessment, in which children's performance is described in terms of their position along paths of development. A path is defined as a sequence of skills within a content area that is ordered by difficulty. A path-referenced test score not only indicates what the child has achieved but also details the skills the child is likely to master as developmental progress continues. The result of the project is the Head Start Measures Battery (HSMB), consisting of six scales: Language, Math, Nature and Science, Perception, Reading, and Social Development. There are versions for Spanish-speaking and English-speaking children. In a brief and nontechnical fashion, this report summarizes aspects of the project described in more detail in other publications. Chapter I describes the background of the Head Start Measures Project and the path-referenced approach to assessment. Chapter II describes the HSMB, the 1982-83 field test results, and the uses of the measures. Chapter III describes the development and evaluation process, the psychometric properties of the measures, and the results of research relating program characteristics to achievement. Chapter IV describes a current pilot project, which involves the dissemination of the measures and their use by a sample of 30 Head Start programs. (CB)

Gross, Beatrice; Gross, Ronald
Towards Improved Compensatory Education: Findings of Five Conferences to Plan Fresh Follow Through Research.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
PUB DATE- 82
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; *Compensatory Education; *Early Childhood Education; Outcomes of Education; *Program Design; *Program Effectiveness; *Research Design; *Research Needs; Research Projects; Young Children
IDENTIFIERS- National Institute of Education; *Project Follow Through

This report synthesizes findings of five conferences funded by the National Institute of Education (NIE) to plan new Follow Through research. In particular, conference discussions focused on the notion of systematic change; time-on-task as the most promising strategy for success; and encouragement of principal and teacher support for implementing program models. It was suggested that committed teachers are needed to make a program successful, and ways were suggested to "court" them. In addition, it was felt that efforts to strengthen the instructional process must address, among other subjects: (1) staff attitudes and expectations; (2) organizational structure and procedures, including student/staff assignments; (3) systems of incentives and rewards; (4) commitment of local boards; (5) responsiveness to locally demonstrated need; (6) the delivery system; and (7) the management system. In response to a discussion of problems in program implementation and replication, an entirely new format for subsequent Follow Through projects/research was suggested. This format would involve study of exemplary programs to lead to a verifiable theory of effective early primary education and would provide for the necessary adaptations to student differences and other system variables. A discussion of what administrators need to know about a program before it is adopted or adapted is followed by guidelines for new Follow Through pilot projects. Also included are brief descriptions of the Detroit (Michigan), Napa (California), Oakland (California), and Cotopaxi (Colorado) pilot projects. Following a summary of what is known to date about Follow Through programs is a list of 40 background papers prepared for NIE. (AS)

ED 254 349 PS 015 007

Goetaski, Janet E.

The Implementation of a Pre-School Screening Program in the Lower Township School District.

PUB DATE- Oct 84

NOTE- 64p.; Practicum Report, Nova University. Portions of appendix material contain broken type.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Ability Identification; Diagnostic Tests; *Handicap Identification; High Risk Students; *Individual Needs; Kindergarten; *Preschool Children; Preschool Education; School Entrance Age; *School Readiness; *Screening Tests; Special Education

IDENTIFIERS- *Denver Developmental Screening Test

The major goals of this practicum were (1) to initiate a preschool screening program to identify children with special needs in the Lower Township School District, Cape May, New Jersey; (2) to refer these children to appropriate remedial services prior to their entrance into kindergarten; and (3) to provide opportunities for parents to attend follow-up workshops to understand the nature of special needs. The Denver Developmental Screening Test and the Readiness Tasks of the Early Detection Inventory were used as screening instruments. The Gesell Developmental Screening Test was used to rescreen "high risk" children. The screening program focused on five main areas: school readiness tasks and personal-social, fine motor, language, and gross motor development. A total of 23 percent of all children who participated in the prescreening program exhibited a special need or needs on the Denver Developmental Screening Test; 15 percent of the children exhibited a special need or needs on the Early Detection Inventory. Results of the assessment were discussed with parents 1 month after the prescreening program. A handbook consisting of suggested parent-child activities was compiled based on overall screening deficits. (Among the appendices are copies of questionnaires directed to parents, administrators and kindergarten teachers, and kindergarten teachers and remedial personnel.) (AS)

ED 254 362 RC 015 172

Lovett, Ollie M.

PATHWAYS: A Continuum of Reading and Writing Skills.

Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 84
NOTE- 33p.; For related documents, see RC 015 173-184.
GRANT- G008201011
AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721 N. Central Ave., #814, Phoenix, AZ 85004 ($4.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *American Indian Education; *Course Content; Course Objectives; *Course Organization; Curriculum Design; *High School Equivalency Programs; Reading Instruction; *Reading Skills; Relevance (Education); *Sequential Approach; Writing Instruction; *Writing Skills
IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum

Developed for use with the PATHWAYS ABE (Adult Basic Education) and Pre-GED (General Educational Development) Curriculum, a scope and sequence of reading and writing skills, or continuum, was designed with tasks of both educator and Indian Adult learner in mind. The continuum introduces individual skills at students' entry proficiency levels and reinforces skills at subsequent levels. A student who displays competency in all the skills listed will be ready to enter a GED-level preparatory program or to function in an office or other urban setting in which reading and writing skills are needed. Intended for Indian students who have reading and writing skill levels ranging from third through eight grade, the continuum is divided into six levels: ABE Levels I-III and Pre-GED Levels I-III with a listing of skills and objectives of lessons in each unit. Before instruction begins, it is recommended that a thorough, reliable skill-referenced test, such as the McGraw-Hill TABE Test, be administered to students. Individual plans of study are then prepared for students using the PATHWAYS ABE and Pre-GED workbooks or commercial materials. The continuum may also be used as a student tracking system by checking off each skill as it is mastered. (ERB)

ED 254 375 RC 015 185

PATHWAYS: Implementation Handbook.
Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 84
NOTE- 54p ; For related documents, see RC 015 172-184.
GRANT- G008201011
AVAILABLE FROM- Affiliation of Arizona Centers, Inc., 2721 N. Central Ave., #814, Phoenix, AZ 85004 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *American Indian Education; *Classroom Techniques; Cognitive Style; *Curriculum Design; Educational Diagnosis; High School Equivalency Programs; Reading Instruction; *Reading Skills; Recordkeeping; Records (Forms); Teacher Effectiveness; Testing; Writing Instruction; *Writing Skills
IDENTIFIERS- *Curriculum Implementation; *PATHWAYS Curriculum

Written for teachers and program directors of Indian adult education programs who will use PATHWAYS curriculum for instruction of basic reading and writing skills, the handbook includes a number of considerations vital to the implementation of the curriculum. The first section focuses on understanding the Native American adult learner by recognizing individual learning styles, helping students establish educational goals, providing an over-all picture of the educational process and possible problems that may be encountered, and getting to know the students. The three components (a continuum of reading and writing skills, pre-GED reading and writing skills workbook, and teacher's guide) of the PATHWAYS curriculum are described in detail in the second section. The next three sections recommend methods for diagnosis, placement, and evaluation; outline suggested classroom management techniques; and provide a record-keeping system. Suggestions for effective teaching in an adult education setting, ranging from program management to the actual delivery of instruction and retention of students, are offered in the final section. Forms for recording student placement and progress conclude the handbook. (ERB)

Fisher, George

Attitudes of Elderly Hispanic Americans in Kalamazoo County toward Nursing Homes.

PUB DATE- Nov 84
NOTE- 54p.; Paper presented at the Annual Meeting of the Gerontological Society of America (San Antonio, TX, November, 1984).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Cultural Influences; Demography; Educational Attainment; *Hispanic Americans; *Nursing Homes; *Older Adults; Personnel; Questionnaires; Residential Patterns; *Socioeconomic Influences
IDENTIFIERS- *Michigan (Kalamazoo County)

Eighteen diverse Hispanic Americans aged 60 and over residing in Kalamazoo County, Michigan, a non-barrio environment, were questioned to ascertain the attitudes of elderly Hispanic Americans in the county toward nursing homes. A bilingual questionnaire, consisting of 17 questions, was used to collect demographic information, determine opinions of elderly Hispanic Americans toward nursing homes, explain why elderly Hispanic Americans choose not to live in nursing homes, and ascertain under what conditions they would consider residing in a nursing home. Hispanic American interviewers administered the questionnaire to nine male and nine female respondents. Data indicated that 4 respondents had no formal education while 3 had graduated from college (1 as a home economics teacher and 2 as Ph.D.'s); 13 respondents lived in private homes while 5 lived in apartments; 11 respondents were married; 3 divorced/separated, and 4 widowed; and 6 respondents were currently employed and 12 were retired. Respondents indicated that the most important reason for considering residence in a nursing home was cost, followed by need for 24-hour-a-day health care. Least important consideration was that the nursing home be staffed by bilingual/bicultural personnel. Residence in a nursing home was viewed as a positive rather than as a negative alternative. (NQA)

ED 254 404 SE 045 416

Exploring Careers in Science and Engineering. Second Edition. Student Activities.

Research Triangle Inst., Research Triangle Park, N.C.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
NOTE- 85p.; For the related teachers' resource book, see SE 045 415.
GRANT- NSF-SED-8114640
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Exploration; Class Activities; Elementary School Science; *Engineering; Engineers; *Females; Handicap Discrimination; Intermediate Grades; Junior High Schools; *Minority Groups; Racial Bias; Role Models; *Science Careers; Science Education; Scientists; Secondary School Science; *Sex Bias; Sex Fairness
IDENTIFIERS- National Science Foundation

This program (which consists of 12 activities) is aimed at increasing the career relevance of science education for all students in grades 4 through 9, while at the same time particularly encouraging female and minority students to consider careers in science and engineering. Major areas addressed in the activities are: (1) students' images of scientists; (2) sex role stereotyping in home and and class chores; (3) occupational patterns; (4) making predictions about future work habits; (5) detecting sex and race bias in written materials and in spoken language; (6) famous women and minority scientists; (7) exploring careers in science and engineering (filmstrip presentation); (8) selected science and engineering fields; (9) skills and interests needed for a science career (emphasizing skills that students already possess); (10) resources available for learning about science careers; (11) the employment outlook for scientists and engineers; and (12) career planning. Each activity includes background information, instructional strategies, and (when applicable) student materials. A list of major points addressed in this program is included. (JN)

ED 254 418 SE 045 437

Bromme, Rainer; Juhl, Katharina
Students' "Understanding" of Tasks in the View of Mathematics Teachers. Occasional Paper 58.
Bielefeld Univ. (West Germany). Inst. for Didactics in Mathematics.
PUB DATE- Nov 84
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
AVAILABLE FROM- Institut fur Didaktik der Mathematik, University of Bielefeld, D-48 Bielefeld, FR Germany (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Conference Papers; Educational Research; Elementary Education; *Learning; *Mathematics Education; *Mathematics Instruction; *Mathematics Teachers; Sex Differences; *Teacher Behavior
IDENTIFIERS- *Mathematics Education Research; West Germany

Investigated was the question of whether understanding is explained by means of concepts referring to tasks, being domain-specific for certain subject matter areas, or is it explained by concepts which extend across tasks and are not domain-specific? Also explored were: (1) which explanatory concepts are present, that is, which steps and conditions of understanding are thematized in the explanations? and (2) do explanatory concepts differentiate according to success and failure in understanding or by sex? A two-dimensional table was constructed for coding explanations of 20 male mathematics teachers in grades 5 and 6 of schools in West Germany. Results indicated a marked predominance of explanations referring to domain-specific tasks as compared to explanations extending across tasks. The order of frequency of steps and conditions of understanding are noted, and sex differences in a few categories were found. The discussion focuses on: (1) reference to the task and type of explanation; and (2) obtaining explanations referring to task: problems and opportunities. (MNS)

ED 254 050　　　　　　　　　　　　　EC 172 011

Lundsteen, Sara W.
Qualitative Assessment of Gifted Education.
PUB DATE- Nov 84
NOTE- 20p.; Paper presented at the Conference of the National Association for Gifted Children (St. Louis, MO, November 8, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Ethnography; *Gifted; *Research Methodology; *Theories

One type of qualitative (descriptive) research that holds promise for studying gifted education is the ethnographic approach, which focuses on the students' and teachers' points of view and considers their social and cultural interaction. The process of ethnographic research demands several components, such as: theory (shared sets of explanations regarding what is occurring and what it means to others present), use of multiple tools in fieldwork (such as observation, interviews, written sources, and unwritten records), an extended time span, the use of the researcher as the research instrument, and a research cycle. The final product of the ethnographic approach is a description of what is going on and how it makes sense to those involved. The report may be macro or micro oriented and may focus on one or more of six aspects: (1) the whole, (2) the meaning from the participant's viewpoint, (3) behavior, (4) the topic, (5) hypotheses generation, or (6) theory. Sample research topics for ethnographic research with the gifted include the social roles gifted children play during their education and social interactional consequences of varying innovations in gifted education. Ten references are listed. (CL)

ED 254 065 FL 014 808

Painchaud, Gisele; And Others
Acquisition du francais par des immigrants adultes au Quebec (Acquisition of French by Adult Immigrants to Quebec).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ICRB-B-138; ISBN-2-89219-146-7
PUB DATE- 84
NOTE- 112p.
LANGUAGE- French
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acculturation; Developmental Stages; Employment; Foreign Countries; *French; *Immigrants; *Language Proficiency; Program Effectiveness; *Second Language Learning; Second Language Programs; *Time Factors (Learning)
IDENTIFIERS- Foreign Service Institute Interview

A study of the French language learning progress of immigrants to Quebec had four objectives: (1) to identify the functional level of oral French of two groups of immigrants after language training at one of the province's immigrant orientation centers; (2) to verify whether after a six month period of employment the language proficiency level has remained stable, improved, or diminished, taking into consideration the situation and the other occasions for speaking French; (3) to compare the development of the two groups according to five performance criteria on the oral performance scale; and (4) to describe the morphological and syntactic characteristics of French spoken by the immigrant groups at different stages of development and document their linguistic evolution according to some of those forms after six months of training. The most striking result of the study was the stability and the progression in the subjects' knowledge of French despite the relatively small number of occasions they had to use it. In addition, it was found that the proficiency level upon completion of training was less significant than other factors in predicting maintenance of proficiency, and that the work environment of most subjects did not provide much opportunity for using or improving French skills. The majority of subjects were at level 2 or 2+, according to the Foreign Service Institute rating scale. (MSE)

ED 254 109 HE 017 120

Elkin, Judith Laikin
Consortial Support for Independent Scholars.
PUB DATE- 20 M[illegible] 84
NOTE- 10p.; Paper presented at the Centennial Convention of the Modern Language Association of America (New York, NY, December 27-30, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artists; Authors; College Libraries; *Consortia; Definitions; *Educational Facilities; Educational Resources; Guidelines; Higher Education; Part Time Faculty; *Researchers; *Scholarship; Spouses; Teacher Retirement
IDENTIFIERS- *Great Lakes Colleges Association MI; *Independent Scholars

The efforts of the Great Lakes Colleges Association (GLCA) to affiliate with independent scholars and artists are described. A protocol to guide the development of beneficial relationships between colleges and independents is also presented. The first step was to survey the population of independent scholars and artists within the GLCA area. Faculty members were asked to advise independent scholars/artists in their families to contact GLCA. Three categories of respondents were identified: spouse of a faculty member, part-time faculty, and retired faculty. After exchange of ideas by mail, an all-day meeting of independents from several campuses was held. A chief academic officer was also invited so that an administrative viewpoint could be built into proposals. One issue that could not be resolved at the meeting was the definition of an independent scholar (i.e., whether it should be based on degree attainment or work in progress). The protocol identifies facilities that colleges might extend to independents. Provisions of the protocol are flexible, based on a wide range of geographic, disciplinary, and human variables. It is concluded that the consortium's efforts grew from the recognition that independents could enhance the intellectual and artistic ambience of colleges. (SW)

ED 254 432 SO 016 057

Solliday, Michael A.; Seiferth, Berniece B.

Analyzing the Preliminary Report on Scope and Sequence in the Social Studies.

PUB DATE- Nov 84
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers. "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Course Descriptions; Educational Practices; Educational Trends; Secondary Education; *Sequential Approach; *Social Studies; State Surveys
IDENTIFIERS- *Illinois; *National Council for the Social Studies

The purpose of this study was to compare the social studies curriculum of Illinois schools with recommendations presented by the National Council for the Social Studies (NCSS) Task Force on Scope and Sequence which appeared in "Social Education," April, 1984. Courses offered during the 1981-82 school year in 483 junior high schools and 716 high schools were compared with course listings by grade level found in the Task Force report table of "Optional Sequences for Grades 7-12." (In this table, four optional sequences are offered to meet the needs of different school districts and communities). Following an examination of 250 different social studies course offerings, it was shown that Illinois schools offer courses in social studies that correlate very closely with the first option described in the NCSS report--U.S. history being taught most often in grade 8, U.S. history and government in grade 11, and world cultures/history in grade 10. Sociology and psychology courses in Illinois are offered most often during the 12th grade, consistent with NCSS recommendations that a series of options be offered during grade 12. The survey also showed that Illinois schools offer relatively few courses in the history of women, minority studies, or Russian history. Limitations of comparing lists of social studies courses are discussed and studies analyzing the content of courses are recommended. Tables include a simplified version of the NCSS "Optional Sequence for Grades 6-12" and a tally of course offerings in Illinois junior and senior high schools. (LH)

ED 254 124 HE 017 961

Weekend College: The Treatment for Opsimathy.

Indiana Univ.-Purdue Univ., Ft. Wayne, Ind.

PUB DATE- 84

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Students; Associate Degrees; Bachelors Degrees; *College Programs; Credit Courses; *Degrees (Academic); Educational Certificates; *External Degree Programs; Higher Education; Masters Degrees; Private Colleges; Reentry Students; Student Attitudes; Universities; *Weekend Programs

IDENTIFIERS- *Indiana Univ Purdue Univ at Indianapolis

Weekend College at Indiana University-Purdue University at Indianapolis is described with attention to learning later in life. In the first 10 years, Weekend College has offered 325 courses. Students have come long distances, some more than 100 miles, to attend classes. The following advantages of Weekend College have been cited by students: mothers can get babysitters more easily on weekends; workers are not as tired on weekends; there is more time to commute on the weekend than in the evening; and the less hectic weekend setting is inviting to those who have been away from college for some time. The courses and faculty are the same as in the regular weekend courses. Some regular students enroll in Weekend College to accelerate their progress toward a degree. Eight degrees/certificates that can be earned entirely through Weekend College are: Master of Science in Elementary Education; Associate and Bachelor of General Studies; Associate and Bachelor of General Studies with concentration in Labor Studies; Associate of Arts; Certificate in Business Studies; and Certificate in Labor Studies. Those who enroll in weekend classes must be admitted to the university as regular graduate or undergraudate students on a degree or nondegree basis. Comments from students and teachers are included. (SW)

ED 254 138 HE 018 103

Hearings on Higher Education Civil Rights Enforcement. Joint Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor and the Subcommittee on Civil and Constitutional Rights of the Committee on the Judiciary. House of Representatives, Ninety-Eighth Congress, First Session (May 17, 18, and 25, 1983).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.; Congress of the U.S., Washington, D.C. House Committee on the Judiciary.

PUB DATE- May 83

NOTE- 444p.; Document contains small, marginally legible print.

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Access to Education; *Black Colleges; *Civil Rights Legislation; *College Desegregation; *Compliance (Legal); Educational Opportunities; Equal Opportunities (Jobs); Federal Legislation; Federal Regulation; Federal State Relationship; Government Role; Hearings; *Higher Education; Public Policy; Statewide Planning

IDENTIFIERS- Civil Rights Act 1964 Title VI; Congress 98th; Department Of Education; Department Of Justice; Kentucky; *Louisiana; Title IX Education Amendments 1972; *Virginia

Hearings on the enforcement of civil rights legislation in higher education and the impact of policies and litigation on compliance are presented. Efforts to desegregate and enhance historically-black state colleges are addressed. Louisiana's civil rights consent decree is outlined, with attention to: governance, student access, student financial aid, student attrition, equal employment opportunity, college cooperative efforts, financial aid, and monitoring and reporting. Compliance activities in Virginia and efforts to enhance black institutions are also addressed, with attention to 1983 civil rights amendments designed to: improve general education and the curriculum, change teacher certification, increase the college and graduate-school entry rate of nonwhites, provide financial aid to nonwhite students transferring to four-year colleges, and promote faculty development. Also covered are: desegregation efforts at Kentucky State University, views of the U.S. Education and Justice departments concerning their civil rights enforcement efforts; and views of the Commission on Civil Rights. Supplementary materials include the 1981-1982 report of the Office of Civil Rights of the U.S. Department of Education, and correspondence of various government offices. (SW)

ED 254 166 HE 018 131

Corrective Action Framework for the Office of Student Financial Assistance.

Advanced Technology, Inc., Reston, VA.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- Dec 82
NOTE- 64p.; For related documents, see HE 018 112-135 and HE 018 137-140.
CONTRACT- 300-80-0952
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Delivery Systems; Eligibility; *Federal Aid; Financial Aid Applicants; Grants; Higher Education; *Management Systems; *Program Administration; Program Evaluation; *Quality Control; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- Guaranteed Student Loan Program; *Office of Student Financial Assistance; Pell Grant Program

An ongoing corrective action framework for the Office of Student Financial Assistance (OSFA) is presented. Attention is directed to the formal management structure in OSFA and current initiatives to improve management, and the placement of the corrective action process in the organizational hierarchy. Four formal mechanisms needed to implement the overall quality control process and the corrective action framework are to: assign responsibility, develop procedures for initiating corrective actions, develop procedures for implementing corrective actions, and develop a reporting system interface for the Quality Control Management Information System. Steps in an annual quality improvement analysis plan are to: determine the quality policy, determine or estimate quality costs, identify dominant quality problems and the corrective action systems, and determine compliance to a quality plan by operating units. Appended is a matrix that shows which QC subsystems could be used to monitor each step in the Pell Grant, campus-based, and Guaranteed Student Loan delivery systems. (SW)

ED 254 194 IR 011 506

Development Communication Report. No. 47, Autumn 1984.
Agency for International Development (Dept. of State), Washington, D.C. Clearinghouse on Development Communication.
PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; *Developing Nations; *Extension Education; Foreign Countries; Health Education; *Mass Media; Material Development; Microcomputers; Research Methodology; *Rural Development; Technological Advancement; Videotape Recordings
IDENTIFIERS- *Development Communication; Social Marketing

This newsletter describes development projects that utilize varied media, including microcomputers, videotape, and print materials, and discusses development communications issues. Specific articles are as follows: "Microcomputers for Education in the Developing World" (Kurt D. Moses); "Social Marketing: Two Views, Two Opportunities" (Susan Saunders and William A. Smith); "Wonsuom--A Rural Communication Project in Ghana" (S. T. Kwame Boafo); "New Learning Technologies Project" (brief description of a new project); "Documentary on DSC (Development Support Communication) Shows TV Doesn't Have to Be Expensive to be Good" (Iain McLellan); "A.I.D. Development Communications Policy"; "Oral Rehydration Therapy Video Tapes"; "The Training and Demonstration System of Agricultural Extension: A Nigerian Experience" (Richard China and Peter Langmead); "Publications to Note" (Arlene Horowitz); "Field Experience in the Gambia: Screening and Training Fieldworkers" (Peter L. Spain); "Results of DCR Reader Survey"; and "The Coming of Age of Development Communication" (Judy Brace). Four books are reviewed in "A Communicator's Checklist" (reviewers are Maria Rubama, Sally Coghlan, Arlene Horowitz, and Judy Brace) and Barbara Minor reviews recently acquired ERIC documents on development topics. (LMM)

ED 254 208 IR 011 520

Carey, John
Teletext Guidebook. A Report.
Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- 84
NOTE- 54p.; For related document, see IR 011 519.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Broadcast Industry; Federal Regulation; Media Research; *Planning; *Program Development; Program Implementation; *Programing (Broadcast); *Videotex
IDENTIFIERS- Federal Communications Commission; *Public Broadcasting; *Vertical Blanking Interval

This basic, entry-level guidebook introduces public broadcasters to videotext or teletext technology and the range of services it can provide. Following an explanation of basic terms and a review of the early history of videotext, a summary of research findings from commercial and public trials of teletext addresses such topics as consumer purchase of decoders, teletext viewing patterns, popular content areas, graphics and waiting time, teletext and education, business data services, and videogame downloading. Current teletext activities in the United States are reviewed, and four levels of involvement are assessed as options for a public broadcasting station: vertical blanking interval (VBI) leasing; VBI leasing plus retransmission of a teletext signal; VBI leasing and retransmission of a national or regional teletext signal, plus local origination of a small teletext service; and VBI leasing plus operating a major teletext service. Final chapters summarize the Federal Communications Commission's rules governing teletext, and offer suggestions for station planning and making decisions about teletext services. Appendices contain a 13-item bibliography and a list of equipment, information, and service resources. (LMM)

Information Resources on Microcomputers in Library Instruction. A Selected ERIC Bibliography.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 3p.
CONTRACT- 400-82-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; *Computer Software; Elementary Secondary Education; *Learning Resources Centers; *Library Instruction; Library Materials; *Library Skills; *Microcomputers; School Libraries

Nine articles published between 1981 and 1984 and cited in "Resources in Education" and "Current Index to Journals in Education" are listed in this bibliography on uses of microcomputers in library instruction. Emphasis is on how school libraries are using the microcomputer as educational media and library management tools. Topics include the current and emerging impact of microcomputers on the instructional role of the school media program; specific examples of the development of microcomputer programs to expand services in the area of library skills instruction and search strategy methods in high schools; a critical review of a computerized instructional package designed to strengthen student skills in using periodical indexes; specific software packages available for library and media center operations and library instruction; and the effectiveness of microcomputer-based instruction compared with the lecture method and independent reading approaches in delivering instruction on library information retrieval skills. In addition to the bibliographical information and the annotations, ERIC accession numbers are provided. (THC)

ED 254 251 IR 051 053

Clark, Collin, Ed.
California Public Library Salary Survey, 1985.
California State Library, Sacramento.
PUB DATE- 85
NOTE- 84p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *County Libraries; *Library Administration; Library Expenditures; *Library Personnel; Library Statistics; Library Surveys; *Public Libraries; *Salaries; State Libraries
IDENTIFIERS- *California

Reproduced directly from annual reports submitted to the California State Library by the state's city, county, and special district public libraries, this annual salary survey includes monthly ranges at the beginning step and final step for eight professional and support positions. Not all surveyed positions are found in all libraries. The survey is for salary ranges in effect on September 1, 1984, i.e., the 1984-85 fiscal year for most jurisdictions. Some libraries chose to present their data in other ways, including annual rather than monthly rates or more than one range per position described. All data are published as submitted. The eight positions comprise: (1) library director; (2) assistant library director; (3) chief of a major library division; (4) chief of a branch library; (5) librarian; (6) manager of a special library service; (7) library technical assistant; and (8) beginning non-professional employee. Entries are arranged alphabetically by jurisdiction. (THC)

ED 254 294 JC 850 110

Capps, Joan
Report on Evening Student--Profile and Weekend College Survey, Spring Semester, 1985.
Somerset County Coll., Somerville, NJ.
PUB DATE- 85
NOTE- 31p.; Computer calculations by P. Van Blarcom.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Evening Students; School Surveys; *Student Characteristics; Student Educational Objectives; Two Year Colleges; *Two Year College Students; *Weekend Programs

In February 1985, a survey of the evening student population was conducted at Somerset County College (SCC) to profile the characteristics, background, and goals of the average evening student in order to facilitate program and services development and to ascertain student interest in a weekend college. Study findings, based on responses from 950 students, included the following: (1) the evening student differed from the traditional student in three major ways: the evening student was older, worked full-time, and was motivated by upward mobility factors; (2) over 90% of the evening students expected to graduate from SCC within the next 2 years; (3) over 25% had earned credit equivalent to a bachelor's degree or higher; and (4) over 66% expressed interest in the Weekend College, with preference for a five or eight weekend session. Scheduling and curriculum content recommendations are included in the study report. (LAL)

ED 254 405 SE 045 418

Otto, Paul B.

Writing as a Process in a University Physical Science Class.

PUB DATE- 4 Mar 85
NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Science; Higher Education; Physical Sciences; Preservice Teacher Education; *Revision (Written Composition); Science Education; *Science Instruction; *Writing (Composition); *Writing Improvement; *Writing Processes
IDENTIFIERS- Science Education Research

Writing in general is purported to be an all-important, most neglected area in education, especially in the area of science teaching. Several recognized authorities in the field of writing advocate that writing be taught in all the disciplines as well as in English. Since writing as a "process" rather than a "product" has been suggested by writing authorities, this study was conducted to compare the effect of writing as a process with the effect of writing as a product on the written communication skills of undergraduate students enrolled in a preservice physical science course for elementary school teachers. A pretest/posttest control group design was used. During the semester, control group students wrote papers on experiments they conducted; these papers were graded and returned without written comments. Experimental group students also wrote similar papers; however, these papers were returned without letter grades and with instructions to rewrite the papers based on comments provided by the instructor. To determine if a change in writing competency had taken place, all students wrote a two-page personal experience paper at the beginning (pretest) and end (posttest) of a semester. Results obtained from analyses of these papers show no difference in writing competency between experimental and control group students. (JN)

ED 254 419 SE 045 438

Hart, Lynn C.

Factors Impeding the Formation of a Useful Representation in Mathematical Problem Solving.

PUB DATE- 85
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Educational Research; Grade 7; *Grouping (Instructional Purposes); *Mathematical Models; *Mathematics Instruction; *Problem Solving; Secondary Education; *Secondary School Mathematics
IDENTIFIERS- *Mathematics Education Research

Working in groups of three, seventh-grade students were video taped solving an applied mathematical problem. Audio tapes were made of each group discussing their session. Analysis focused on the first stage of Noddings (1984) model of problem solving for school mathematics: Creation of a representation. Some factors identified as impeding formation of a useful representation were: (a) lack of experience; (b) imposing unrequired restrictions on the problem; (c) lack of metacognitive skills; and (d) the influence of beliefs. Group interaction frequently offset these factors. (Author)

ED 254 051 EC 172 012

Rights and Responsibilities of Parents and Schools in the Education of Handicapped Children = Derechos y Responsabilidades de los Padres de Familia y los Distritos Escolares en la Educacion de los Ninos Incapacitados.

Arizona State Dept. of Education, Phoenix. Div. of Career and Vocational Education.

SPONS. AGENCY- Department of Education, Washington, D.C.

PUB DATE- Sep 84

NOTE- 34p.; Includes English and Spanish editions. The Spanish edition is dated April 1983; the English edition was revised in September 1984.

LANGUAGE- English; Spanish

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Disabilities; Due Process; Elementary Secondary Education; Handicap Identification; Parent Materials; *Parent Role; Parent School Relationship; *Student Evaluation; Student Placement; Student Records

IDENTIFIERS- Arizona

The booklet is intended to help Arizona parents understand their role in the education of handicapped children. A question and answer format draws upon contents of P.L. 94-142, The Education for All Handicapped Children Act; Arizona revised statutes; and the State Board of Education rules and regulations. Four main topics are covered: (1) identification, evaluation, and placement; (2) records; (3) due process; and (4) parents, schools, and special education (which includes information on resolving problems through the local district and the state Department of Education). (CL)

ED 254 066 FL 014 811

Foreign Languages Course of Study, Junior & Senior High Schools. Draft.

Dade County Public Schools, Miami, FL. Div. of Elementary and Secondary Instruction.

PUB DATE- Aug 84
NOTE- 168p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Advanced Placement; Course Descriptions; Cultural Education; Curriculum Guides; *Educational Objectives; French; German; Hebrew; *Honors Curriculum; Individualized Instruction; Italian; *Modern Languages; School Districts; Secondary Education; *Second Language Instruction; Spanish

The study guide outlining the modern foreign language courses for English speakers in Dade County's secondary schools establishes a uniform sequential program for instruction in French, German, Hebrew, Italian, and Spanish. Program expectancies are described for each level and type of course, to serve as a basis for planning appropriate instruction and for articulation within the district's feeder patterns. A prefatory section discusses the notions of foreign language communication and program expectancies. An overview of the course offerings, an introduction to the program's goals, and criteria for the honors courses follow. Subsequent sections treat each language's course designs. For French this includes French I (regular), French II-VI (regular and honors), advanced placement, and two levels of alternate conversational courses. For German it includes German I (regular), German II-V (regular and honors), advanced placement, an alternate introductory conversational course, and a scientific-cultural course at levels III-IV. For Hebrew it includes Hebrew I (regular) and Hebrew II-V (regular and honors), and for Italian it includes Italian I (regular) and Italian II-IV (regular and honors). For Spanish it includes Spanish I (regular), Spanish II-VI (regular and honors), advanced placement, two levels of alternate conversational courses, two levels of courses for individualizing Spanish for English-speakers, two levels of courses for career-oriented individualized Spanish, and an introduction to Hispanic culture. (MSE)

ED 254 081 FL 014 878

Johnson, Carol

American History. A High School Bilingual Supplement for Cambodian Students.

Rochester Public Schools, Minn.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- Jun 84

NOTE- 174p.; Some type may be difficult to read; photographs may not reproduce clearly. Cover title is "United States History; Handbook for Cambodian Students." Translated by Sary Ou.

LANGUAGE- English; Cambodian

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Course Descriptions; *Cultural Context; Curriculum Guides; *Geography; High Schools; Immigrants; Instructional Materials; *Limited English Speaking; *United States History

This high school level United States history course guide for Cambodian-speaking students is designed to simplify concepts, build learning confidence, and supplement American history texts so that limited English-speaking students can meet graduation requirements and understand the American heritage. Lesson topics include the changing West (1860-1900), the Pacific Coast region, the Southwest and Rocky Mountain region, the Plains region, the causes and growth of industrialization, the immigrant, World War I, the 1920's, the Great Depression, the 1930's depression years, the beginning of World War II, World War II as a global war, the United Nations, postwar America, the period from Kennedy's "New Frontier" to Watergate (1960-74), and the changes and challenges of recent years and the near future. Charts, graphs, and maps illustrate the text, and a glossary is included. (MSE)

ED 254 096 FL 014 896

Alvarez, Celia; And Others
Speech and Ways of Speaking in a Bilingual Puerto Rican Community.
City Univ. of New York, N.Y. Centro de Estudios Puertorriguenos.; Ford Foundation, New York, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.; Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE- 84
NOTE- 388p.; Developed by the Language Policy Task Force.
CONTRACT- NIE-G-81-0054
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - General (020)
DESCRIPTORS- *Bilingualism; Discourse Analysis; English; *Language Role; *Language Usage; *Language Variation; Literacy; Phonology; *Puerto Ricans; Social Change; Sociocultural Patterns; Spanish; Spanish Speaking
IDENTIFIERS- New York (New York)

A collection of papers resulting from a research project on the role of language in the life of a Puerto Rican community in New York City focuses on the discourse of English and Spanish speakers, especially conversational interaction, speech events, and narratives. The papers include: "Toward a Social Theory of Language Variability" (Alicia Pousada and Mel Greenlee); "The English Vowel System of Puerto Rican New Yorkers" (William Labov, John Myhill, and Alicia Pousada); "Prosodic Analysis of Puerto Rican Speech" (Mel Greenlee); "Theory and Practice in the Study of Discourse Practices, Cultural Formations, Consciousness, and Social Change" (Adrian Bernett and Pedro Pedraza); "Narrative Performance in Social Interaction" (Celia Alvarez); and "Political Dimensions of Discourse: Consciousness and Literacy in a Puerto Rican Neighborhood in East Harlem" (Adrian Bennett and Pedro Pedraza). A review of literature on prosody and a prosodic analysis of English spoken by Puerto Ricans exploring acoustic methods are appended. (MSE)

ED 254 110 HE 017 379

Hafen, Bruce C.
Testimony of Bruce C. Hafen before the Senate Judiciary Subcommittee on the Constitution, concerning S. 2568, "The Civil Rights Act of 1984."
PUB DATE- 30 May 84
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Church Related Colleges; *Civil Rights; *Compliance (Legal); Federal Aid; *Federal Legislation; *Federal Regulation; *Government School Relationship; Hearings; Higher Education; Institutional Autonomy; Position Papers; *Private Colleges
IDENTIFIERS- Proposed Legislation; Title IX Education Amendments 1972

Testimony on S.2568, "The Civil Rights Act of 1984," is presented by the president of the American Association of Presidents of Independent Colleges and Universities. The legislation is designed to broaden the application of Title IX so that activities of the entire college would be subject to federal regulation. Institution-wide coverage would be created in situations where substantial federal aid is already flowing to some part of an institution, or where federal aid is provided to students. It is claimed that public perceptions that discrimination occurs at private colleges are mistaken. Ambiguities about the bill include: whether the legislation expansively broadens federal control over state and local governments and private activity; whether the bill expansively broadens the term "recipient" to include schools that enroll students receiving general welfare assistance; and whether religious schools and organizations are subject to federal jurisdiction. The costs of expanding compliance obligations across the entire campus and the yielding of educational independence by private colleges are cited as negative effects of the proposed legislation. Reasons against extensions of federal power are examined, along with suggestions for redrafting the bill. (SW)

ED 254 152   HE 018 117

A Framework for a Quality Control System for Vendor/Processor Contracts.

Advanced Technology, Inc., Reston, VA.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.

PUB DATE- 1 Sep 82

NOTE- 137p.; For related documents, see HE 018 112-135 and HE 018 137-140.

CONTRACT- 300-80-0952

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Accountability; Computer Software; *Contracts; Data Processing; *Evaluation Methods; Federal Aid; *Federal Regulation; Government Role; Higher Education; Management Information Systems; Performance; Productivity; Program Effectiveness; *Quality Control; Records (Forms); Reports; Specifications; Standards; *Student Financial Aid; Systems Development

IDENTIFIERS- *Pell Grant Program

A framework for monitoring quality control (QC) of processor contracts administered by the Department of Education's Office of Student Financial Assistance (OSFA) is presented and applied to the Pell Grant program. Guidelines for establishing QC measures and standards are included, and the uses of a sampling procedure in the QC system are outlined. Attention is focused on both the QC plan and the role of the contractor in following the QC measures. The processing function performed by the contractor is the handling of information passed between the financial aid applicant and the OSFA, including applications from students or institutions, accounting reports, or invoices. For each of the following areas, methods for developing QC measures and standards are considered: production control; fiscal control; software quality assurance; QC reporting, monitoring, and corrective action; and quality of data. Appended are a series of sample production control reports; the application of a fiscal control system to the Pell Grant application processing system; report formats for monitoring cost centers; a matrix of software testing techniques; sample productivity reports for the Pell application process; and a list of minimum requirements for a processor QC system. (SW)

ED 254 180 HE 018 167

Altmann, James L.
Indiana University Southeast's Impact on the Local Economy.
PUB DATE- 85
NOTE- 67p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Students; *Economic Factors; *Employment Opportunities; Expenditures; Higher Education; Property Appraisal; Purchasing; Questionnaires; *School Business Relationship; *School Community Relationship; School Personnel; *State Universities
IDENTIFIERS- *Economic Impact; *Indiana University Southeast

The economic impact of Indiana University Southeast on the local economy was determined using the American Council on Education's model for assessing the short term current university-related expenditures that affect local business volume. The focus was measurable impacts in dollar terms of spending by the university, faculty and staff, and students. The university's impact on business property values, the credit base, and creation of full-time jobs were also estimated. An attempt was made to identify students who would attend another college and move if the university ceased to exist. Separate calculations were made for full-time and part-time students/staff, and local expenditures by nonlocal faculty/staff were also identified. It is concluded that the university is a major contributor to the local economy in that it stimulates local business, adds to local business property values, expands the area's credit base, and creates a significant number of full-time jobs. Included are faculty/staff and student economic impact questionnaires along with detailed descriptions of equations and variables employed to estimate dollar outlays. (Author/SW)

ED 254 237 IR 051 039

Sene, H.

The Teaching of User Studies as a Subject for the Preparation of Librarians, Documentalists, Archivists and Other Information Specialists.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

REPORT NO.- PGI-84/CONF.801/COL.3; PGI/E.T./HARM-II/6

PUB DATE- Oct 84

NOTE- 16p.; Paper presented at the International Symposium on Harmonization of Education and Training Programmes in Information Science, Librarianship and Archival Studies (Paris, France, October 8-12, 1984). For related documents, see IR 051 032 and IR 051 037-039.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Curriculum Development; Developing Nations; *Educational Development; Educational Objectives; Higher Education; *Information Science; Instructional Materials; *Library Education; Position Papers; Professional Associations; Professional Education; *Scientific and Technical Information; User Satisfaction (Information); *Use Studies

This working paper focuses on methods for developing a study program on scientific and technical information users that could serve as a subject of study in the academic preparation of librarians, archivists, and scientific and technical information specialists. Recognizing that in most schools for training specialists of scientific and technical information, emphasis has been placed on the systems themselves (notions of management, administration, and of the organization and procession of information), this paper suggests that more emphasis must be placed on the beneficiaries or receivers of the systems, i.e., the users. Topics addressed include the problem; the level of education and training; orientation of programs; training institutions and orientations of teaching; training of teachers; teaching materials and equipment; pedagogy; the role of professional associations; and the principal conclusions. References and notes are included. (THC)

Donsky, Aaron; And Others
The Impact of Decentralized Planning for Curriculum Development at Two-Year Colleges.
Dutchess Community Coll., Poughkeepsie, N.Y.
PUB DATE- 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *College Curriculum; *College Planning; Community Colleges; *Curriculum Development; *Program Development; Teacher Participation; Two Year Colleges
IDENTIFIERS- *Dutchess Community College NY

In response to enrollment declines, Dutchess Community College (DCC) has developed and implemented a Concensus Planning process to facilitate the responsiveness of its academic curricula. The new planning process is decentralized and faculty oriented, which has led to a stress on curriculum development through substitution and modification. The major outcomes of the planning effort included a set of collegewide objectives organized by major functional areas and activities; a set of specific budget impacts; a comprehensive planning strategy consistent with the Title III federal grant framework; a linkage with reaccreditation efforts; and a working relationship with the college marketing committee. During 1983-84, the collegewide planning committee; task forces on environmental scanning, internal resources, and 1983-84 objectives; and an executive unit worked to develop the first draft of the 1984-85 Consensus Plan. After the plan was reviewed by the President and Deans, it was presented to an assembly of all faculty and administrators. During the first semester of operation under the Consensus Plan, more curriculum proposals were submitted than in the combined total of the previous 4 years. Through the new planning process, DCC has begun to address enrollment questions through comprehensive planning, diminishing concerns about retrenchment and program attrition. (LAL)

ED 254 280 JC 850 088

Baldwin, Anne

A Comparative Graduate Profile for Miami-Dade Community College, 1982-83 and 1983-84. Research Report No. 84-24.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Sep 84

NOTE- 56p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Associate Degrees; *College Graduates; Community Colleges; Degrees (Academic); Educational Certificates; *Educational Trends; Minority Groups; Multicampus Colleges; *Student Characteristics; Two Year Colleges; *Two Year College Students

This report on Miami-Dade Community College graduates presents a series of data tables illustrating, for the college as a whole and for each campus, graduation and completion rates, and trends in student demographics and miscellaneous characteristics. Report highlights indicate that in 1983-84: (1) there were 5,511 degrees or certificates awarded collegewide, representing a drop of 17.4% from the previous year; (2) there appeared to be a trend toward declining spring/summer/winter completions, but increasing fall completions with respect to the associate in arts (A.A.) degree; (3) as a whole, 75% of the completions were in the A.A. degree; (4) 66% of the completions were awarded to U.S. citizens and 88% to Dade County residents; (5) 80% of the graduates finished their award requirements within 5 years of first admission; (6) the collegewide ratio of males to females was 4:6; (7) 80% of the Hispanics who graduated received the A.A. degree, compared to approximately 70% of the White Non-Hispanics and Black Non-Hispanics; (8) the mean of credits earned was 75.83; (9) the mean grade was just short of a "B"; and (10) the mean number of terms to graduate was 10.83. (LAL)

ED 254 308 PS 014 703

Maurer, Adah; Wallerstein, James S.

Corporal Punishment. Three Works: The Influence of Corporal Punishment on Learning: A Statistical Study. The Bible and the Rod. 1001 Alternatives to Corporal Punishment, Volume One.

Committee to End Violence Against the Next Generation, Berkeley, CA.

PUB DATE- 84
NOTE- 80p.
AVAILABLE FROM- EVAN-G/Generation Books, 977 Keeler Avenue, Berkeley, CA 94708.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Behavior Modification; *Biblical Literature; Classroom Techniques; *Corporal Punishment; *Crime; *Discipline Policy; Elementary Secondary Education; Positive Reinforcement; Punishment; Social Reinforcement; Suspension; Timeout

Arguments against the use of corporal punishment in schools are presented in the three publications collected here. "The Influence of Corporal Punishment on Learning: A Statistical Study," by Adah Maurer and James S. Wallerstein, examines the relationship between rates of corporal punishment use and noncompletion of high school in the 50 states. Results, which indicate a negative correlation between use of corporal punishment and high school graduation, are discussed in terms of other research showing the ill effects of corporal punishment. An attachment describes the long-lasting effects of physical punishment in terms of involvement in serious crime. "The Bible and the Rod," also by Adah Maurer and James S. Wallerstein, argues that Biblical support for beating children comes only from the Proverbs of Solomon. Biblical quotations from Jesus, St. Paul, and the Apostle John are presented that do not support corporal punishment. Finally "1001 Alternatives to Corporal Punishment in Schools, A Practical Handbook of Outrageous, Original and Sometimes Useful Ideas," by Adah Maurer, discusses the present trend away from corporal punishment, alternative forms of punishment used in schools, and ways to prevent having to use punishments to keep order. (CB)

ED 254 322 PS 014 939

Goldinher, Martin

Comprehensive Evaluation of an Advanced Academic Program for Elementary-School Students.

PUB DATE- Jan 85
NOTE- 100p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Critical Thinking; Elementary Education; *Elementary School Students; *Enrichment Activities; *Gifted; Guidelines; Pretests Posttests; *Problem Solving; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *Dade County Public Schools FL; Developing Cognitive Abilities Test; Florida (Dade County); Ross Test of Higher Cognitive Processes

The Motivate and Stimulate for Excellence project was designed to provide academically above-average primary and intermediate level elementary school students at 10 project schools with enrichment activities to enhance their critical thinking and problem-solving skills. Process and product evaluations assessed the extent to which project activities were implemented as specified in the program proposal and the extent to which specific project objectives were attained. Data collection included examination of records, observation of project activities, survey via questionnaire, and interviews with program personnel. Pretesting and posttesting using the Developing Cognitive Abilities Test and the Ross Test of Higher Cognitive Processes assessed student gains in higher level cognitive skills involving analysis, synthesis, and evaluation. Results indicated that most project activities occurred as specified in the program proposal. Most parents, participating students, and teachers reported positive feelings about the program. Overall, test data indicated that substantial increases in higher level cognitive skills occurred across all grade levels for participating students. The report includes an overview of other academic programs for advanced students; appendices provide guidelines for contracting and managing external research-evaluation services, survey forms, and other related materials. (RH)

ED 254 336 PS 014 957

Gross, Beatrice; Gross, Ronald
Planning for Follow Through Research and Development: A Report of Three Conferences to Develop Guidelines for Future Funding.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
PUB DATE- 81
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Collected Works - Proceedings (021)
DESCRIPTORS- Compensatory Education; *Early Childhood Education; *Outcomes of Education; Program Attitudes; *Program Budgeting; *Program Design; *Program Development; Program Effectiveness; Program Evaluation; *Program Improvement; Young Children
IDENTIFIERS- National Institute of Education; *Project Follow Through

This report synthesizes the information presented at three conferences designed to develop guidelines for future funding for Follow Through programs. These conferences were part of a series of activities undertaken by the National Institute of Education (NIE) in 1981 to plan for a new set of Follow Through research and pilot project activities. After the foreword in chapter I, chapter II discusses the concept of Follow Through from 1967 to 1972. Chapter III focuses on planning for Follow Through, reporting NIE's suggestion that systematic change be brought by having pilot projects focus on implementing and managing proven procedures rather than on developing new curricula or instructional practices. Also discussed in this chapter are four crucial problems in the management of compensatory education: (1) improving the instructional process; (2) building internal support systems; (3) utilizing external support groups; and (4) seeking selective evaluation. Chapter IV describes evaluation strategies for Follow Through and provides discussion of the value of conducting a "multiple case study" to measure program effectiveness, instrumentation, effectiveness of studying one system, and the value of conducting a multi-site study. Concluding observations are made in Chapter V. A list of 29 background papers prepared for NIE are included in Chapter VI. (AS)

ED 254 350 PS 015 008

Hatch, J. Amos
Children's Social Goals in Kindergarten Peer Interactions.
PUB DATE- Apr 85
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affiliation Need; Classification; Classroom Observation Techniques; Classroom Research; Communication Research; *Communication Skills; Ethnography; *Interpersonal Competence; *Kindergarten Children; Motivation; Peer Acceptance; Peer Evaluation; *Peer Relationship; Primary Education; Social Structure; *Status Need; Urban Schools
IDENTIFIERS- Ceremonies; Goffman (Erving); Social Interaction; *Social Motives; Spradley Developmental Research Sequence Model

A detailed description and sociological analysis were made of peer interaction in a public school kindergarten located in a large urban school district. Data collected over a 5-month observation period included field note transcriptions of hundreds of interaction events, records of formal and informal interviews with classroom participants, and various unobtrusively obtained data. Analysis focused on identifying the social goals of children in child-to-child interactions. Affiliation, competence, and status goals were identified. Affiliation goals enabled children to feel they are connected with others, that others perceived them as worthy social interactants, and that others cared about them and wanted to do things with them. Competence goals promoted children's feelings of competence, conveyed the sense that they were capable of accomplishing school tasks, and suggested that they were recognized as members of the group achieving what is expected in school. Status goals enabled individuals to feel superior to or more important than others, to manipulate or control the actions of others, and to assert their own status in relationship to the status of others. Findings related to each goal area are described, and reference is made to the interactions of children in the contexts of their kindergarten. Within each goal area, sets of strategies for accomplishing social motives are identified. A taxonomy of social goals in outline form is appended. A three-page list of references is also included. (RH)

ED 254 363 RC 015 173

Lovett, Ollie M.
PATHWAYS: An Adult Pre-GED Reading Skills Workbook. Level 1.
Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 84
NOTE- 79p.; For related documents, see RC 015 172-184.
GRANT- G008201011
AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721 N. Central Ave., #814, Phoenix, AZ 85004 ($4.75).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; American Indian Culture; *American Indian Education; *American Indian Literature; High School Equivalency Programs; *Reading Comprehension; Reading Instruction; *Reading Skills; *Relevance (Education); *Study Skills; Tribes; Units of Study; Vocabulary; Workbooks; Writing Instruction; Writing Skills
IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

Written to prepare the American Indian student entering a General Educational Development (GED) program, the Pre-GED Level I reading skills student workbook of the PATHWAYS Curriculum provides lessons that will teach skills needed to pass the reading and writing sections of the GED examination, along with writing skills for seeking employment. The workbook is divided into four units, each continuing culturally relevant lessons which provide instruction and practice in a skill. Each lesson may contain or describe a myth, legend, religious beliefs and ceremonies, poetry, history, styles of architecture, clothing, dance, music, or art from one of the southwestern tribes, as well as writing exercises, and a unit test. The units of study and lessons presented are: word analysis (prefixes, suffixes, and root words); vocabulary (using context clues, synonyms, antonyms, and homonyms); reading comprehension (identifying the main idea, recognizing supporting details, sequencing in narration, identifying cause and effect, drawing conclusions, distinguishing between fact and opinion, following directions); and study skills (map and graph reading, reading timetables and schedules, summarizing, reading want ads, test-taking skills). The workbook concludes with a glossary, in alphabetical order, of all the terms used. (ERB)

ED 254 376 RC 015 186

Gudenberg, Karl A., Ed.
Toward An American Rural Renaissance: Realizing Human Resource Development During the Decade of the Eighties. Final Technical Report. SRDC Series No. 76.
National Inst. for Work and Learning, Washington, D.C.; Southern Rural Development Center, Mississippi State, Miss.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Feb 85
NOTE- 175p.; For related documents, see ED 206 917-926.
CONTRACT- 300-80-0786
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Agriculture; Communications; Definitions; *Education Work Relationship; Foreign Countries; *Human Capital; Investment; *Labor Force Development; Land Use; Postsecondary Education; Poverty Areas; *Rural Development; *Rural Education; Secondary Education; Services; Technological Advancement; Transportation; Urban to Rural Migration; Vocational Education
IDENTIFIERS- Capacity Building; Collaboratives; Energy Development; *Goal Setting; *Rural Renaissance

In late 1980 several regional and national meetings were convened to develop a set of proposed national goals for linking education and economic development in rural America in the 1980s; the 9 commissioned papers in this report provide background information for the overall project and an appendix contains the resulting 10 proposed national goals. The papers include: "Rural America: The Present Realities and Future Prospects" by William P. Kuvlesky and James H. Copp; "Nature, Types and Scale of Rural Development" by Frances Hill; "The Role of Investment Capital in Rural Development" by Lloyd Brace; "Balancing Technological and Human Resources Development: A New Priority for Rural America" by Roger Blobaum; and "Rural Land Use: A Need for New Priorities" by Wendell Fletcher and Charles E. Little. Other papers address: "Linking Education and Local Development: An International Perspective" by Jonathan Sher; "Enhancing Traditional and Innovative Rural Support Services" by Mary A. Agria; "Toward a More Rational Education-Economic Development Connection in Rural America: The Collaborative Model" by Karl A. Gudenberg; and "State-of-the-Art Report: Exemplary Rural Education and Economic Development Initiatives" by Susan J. White. The 15-page appendix presents in turn the 10 priority issues of the conferences, identifies a central problem for each issue, formulates a goal in answer to the problem, synthesizes the discussion, and provides comments. (BRR)

ED 254 390 RC 015 216

Rodriguez, Richard F.
A Behavior Management Training Model for Parents of Minority Group Handicapped Children.
SPONS. AGENCY- Western New Mexico Univ., Silver City.
PUB DATE- Mar 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Disabilities; *Hispanic Americans; Mexican Americans; *Minority Groups; Models; *Parent Education; *Parent Participation; *Parent School Relationship; Parent Workshops; Questionnaires; Special Education
IDENTIFIERS- *Behavior Management; *Spanish Surnamed; United States (Southwest)

Utilizing a workshop format, 10 Spanish-surnamed parents of minority group handicapped children were introduced to techniques in behavior management thus allowing them to become actively involved in the educational process. The parents (8 females and 2 males, ranging in age from 20 to 45 years) were identified by the school as minority and as having children in a special education program in the local public schools. Conducted in an area identified as being lower to middle class in socioeconomic status in the southwestern United States, the training program used three audio cassettes (filmstrips) sequentially presenting the concepts of behavior management. Parents were encouraged to speak and become actively involved in discussions, activities, and practical experiences. Activities and discussions were conducted in English and/or Spanish to allow parents to communicate in the language most comfortable to them. Parents were individually administered a pre- and post-test and were given a Parent Feedback Form during the last day of the workshop. Pre- and post-test data revealed that the training program was successful in teaching basic behavior management principles to parents. The feedback form showed positive comments regarding the workshop as to time, subject, material, and presentations. (NQA)

ED 254 433 SO 016 141

Pisciotta, John
Education Is Not a Public Good.
PUB DATE- Mar 84
NOTE- 14p.; Paper presented at the Annual Meeting of the Southwestern Economics Association (Fort Worth, TX, March 24, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; Definitions; *Economic Factors; *Educational Change; Educational Needs; *Educational Quality; Elementary Secondary Education; Government Role; *Private Education; Private Schools; *Public Education; School Choice
IDENTIFIERS- *Private Sector; *Public Sector

The purpose of this essay is to show that education is not a public good, and that in contrast to a public good such as national defense, education can be provided through competitive suppliers in the private sector as well as through government enterprise. A public good differs from a private good in the nature of consumption. A public good possesses the characteristics of (1) simultaneous consumption, i.e., the benefits of the good flow simultaneously to many but not necessarily to all, and (2) nonexclusion, i.e., a supplier cannot exclude consumers from benefits once the good is provided. The public good situation requires governmental involvement. Examples of a public good include flood control and national defense. Education is not a public good because it does not necessarily involve government, and while education has an element of simultaneous consumption, it does not contain the characteristic of nonexclusion. Thus, education is a private good. Families can make different educational choices in the marketplace, and the United States has an educational system that offers households many alternative suppliers in a competitive market. Expanded private sector education is one way to solve many of the current educational problems in the United States. (RM)

Hall, Roberta M.; Sandler, Bernice R.
Out of the Classroom: A Chilly Campus Climate for Women?
Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.
SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 22p.
AVAILABLE FROM- Association of American Colleges, Project on the Status and Education of Women, 1818 R Street, N.W., Washington, DC 20009 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Advising; Change Strategies; *College Environment; *Extracurricular Activities; *Females; Health Services; Higher Education; Internship Programs; *Interpersonal Relationship; Peer Relationship; Policy Formation; School Safety; *Sex Bias; Student Employment; Student Leadership; *Student Personnel Services; Teacher Student Relationship; Womens Athletics

Ways that women are frequently treated in their relationships with faculty, administrators, staff, and male peers in campus situations and settings outside the classroom are discussed. Problems are highlighted in the following areas: admissions and financial aid; academic advising and career counseling; projects with other students and with faculty; lab and field work; work study and campus employment; internships; health care; campus safety; residential, social, and cultural life; athletics; and student government and leadership. Climate problems frequently experienced by women from special groups (minority women, older women, and disabled women) are also discussed. Included are policy recommendations for administrators, general institutional recommendations, and general recommendations for individuals, as well as recommendations concerning: academic advising and career counseling, training programs, residential life, curriculum, leadership, the media, women from special groups, and students. The contributions that women's centers can make to help identify and meet women's needs are described. Also included are a checklist to help colleges evaluate and improve the out-of-class climate for women, a 26-item bibliography, and a list of resource organizations. (SW)

Klausmeier, Jane A.
Accessing ERIC with Your Microcomputer. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 84
NOTE- 3p.
CONTRACT- 400-77-0015
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computer Software; *Databases; *Information Retrieval; *Microcomputers; Telecommunications
IDENTIFIERS- *ERIC; ERIC Digests

This fact sheet offers basic instructions on connecting to the ERIC database for individuals who own or have access to a microcomputer and are familiar with ERIC and how to search it through a database terminal. Software, hardware, and telephone line components necesary to make a microcomputer act as a database terminal are outlined. The discussion of software describes the need for a terminal emulator and lists desirable features for terminal software, including the capabilities to print and save, access to command mode, format display, default setting, and a status indicator. Considerations in configuring the software to allow interface or access to database vendors is explained and contact telephone numbers for DIALOG, BRS, and SDC (the three major vendors) are listed. The discussion of hardware requirements covers parallel transmission, the communications interface, modems, and data transmission speed. A list of popular microcomputers and the necessary hardware and software components required to access the vendors includes the following models: Apple II, II+, IIe; Atari 400/800; Commodore VIC, Commodore PET/CBM; IBM Personal Computer; Texas Instruments 99/4, 99/4a; and TRS-80 Models I, II, and III. (LMM)

ED 254 224 IR 051 025

Information Resources on Microcomputers in Libraries: Public Services. A Selected ERIC Bibliography.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 3p.
CONTRACT- 400-82-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Annotated Bibliographies; *Computer Oriented Programs; Higher Education; Library Automation; *Library Services; *Microcomputers; *Online Systems; *Public Libraries; School Libraries; Search Strategies; Secondary Education
IDENTIFIERS- *End Users

Twelve articles published between 1982 and 1984 and cited in "Current Index to Journals in Education" are listed in this bibliography on public service applications of microcomputers in libraries. Topics include provision of free public access to microcomputers (justification, objectives, equipment specifications, uses and software, staff training, policies and procedures in program implementation, and users); a survey of 100 U.S. public libraries which was conducted to gather information on microcomputers for public use; hardware, software, finances, personnel, and planning considerations; online searching with a microcomputer; introducing microcomputers to library users; microcomputer-based systems for library service applications (interlibrary loan, circulation, reference services, and overdue notices); and electronic library and home information delivery system highlights. In addition to bibliographical information and the annotations, ERIC accession numbers are also provided. (THC)

Bass, Clifford W.; Noonan, Barry Christopher
1880 Census Project Users Manual.
Wisconsin State Historical Society, Madison.
REPORT NO.- ISBN-0-87020-229-4
PUB DATE- Nov 84
NOTE- 41p.
AVAILABLE FROM- State Historical Society of Wisconsin, Publications Dept., 816 State Street, Madison, WI 53589-1482 ($5.00 per copy).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Census Figures; *Computer Software; *Correctional Education; *Databases; *Data Processing; Guidelines; History; Human Geography; *Population Distribution; Prisoners
IDENTIFIERS- Apple II; BASIC Programing Language; Nineteenth Century; *Wisconsin

This manual was developed as part of a cooperative project between the State Historical Society of Wisconsin and the Wisconsin Division of Corrections' Green Bay Correctional Institution. As part of a new training program involving computers at Green Bay, the Director of Education approached the State Historical Society about developing a program appropriate to the training needs of the inmates that would also produce something of permanent value of the State. Based on the Society's extensive experience with the 1905 Wisconsin Census Indexing Project and the many developments in the area of automation initiated by the archives, the Society developed a project in which students would help to create a database listing and index of the 1880 Census for Wisconsin. In developing the program they hoped to create a model that would have wide applicability not only for other states and censuses but for historical demographic data in general. The manual comprises six sections: (1) Introduction; (2) The 1880 Census; (3) A Few Definitions; (4) Using the Computer; (5) Census Data Entry; and (6) Hints for Solving Problems and Additional Information. Appendices include population totals for Wisconsin counties, 1880; population totals for towns, villages, and wards of cities, 1880; and a copy of the 1880 Census Program written in Applesoft BASIC. (THC)

ED 254 295 JC 850 111

Grobe, Loretta L., Comp.; Root, Ronald, Comp.
Michigan Community Colleges FY 1983-84 Activities Classification Structure (ACS) Data Book.
Michigan State Dept. of Education, Lansing. Higher Education Management Services.
PUB DATE- Feb 85
NOTE- 280p.; Some tables may be marginally legible due to small or broken print.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Enrollment Trends; Expenditures; *Income; State Aid; State Surveys; Teacher Student Ratio; Tuition; Two Year Colleges
IDENTIFIERS- *Michigan

Data on enrollments, personnel, and finances in Michigan's 29 community colleges are presented in this report. Following introductory material on the development of the data book and an executive summary of major trends, 44 tables are presented focusing on instructional information (e.g., enrollment trends by college and instructional activity, prisoner education data, and enrollments by curriculum area); personnel activity ratios and percentages; total college revenues; general fund college expenditures; and Fiscal Year (FY) 1983-84 non-general fund and general fund instructional activities. Highlighted findings include the following: (1) since 1978, Michigan community college tuition increased steadily, from $569 in 1978-79 to $926 in 1982-83; (2) in 1982-83, community college tuition in Michigan was 54% above the national average; (3) between 1978-79 and 1982-83 state appropriations per community college student decreased from $1,149 to $1,025; (4) in 1978-79, Michigan's local support per community college student was 63% higher than the national average; by 1982-83, it exceeded the national average by 106%; and (5) of Michigan general fund expenditures, 53% is spent on instruction, 12.1% is spent for instructional support, 10.7% is spent for student services, and just under 10% is spent for institutional administration. (LAL)

ED 254 420 SE 045 439

Reauthorization of the National Science Foundation, 1985. Hearing before the Committee on Labor and Human Resources, United State Senate, Ninety-Eighth Congress, Second Session on Examining the Reauthorization of Appropriations for the National Science Foundation for Fiscal Year 1985 (April 4, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- S.Hrg.-98-1152
PUB DATE- 84
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Budgets; Computer Science; Engineering; Engineering Education; *Federal Legislation; *Federal Programs; Hearings; Science Education; *Sciences; *Scientific Research
IDENTIFIERS- Congress 98th; *National Science Foundation; Reauthorization Legislation

These hearings focused on the reauthorization of appropriations for the National Science Foundation (NSF) for fiscal year (FY) 1985. (The Reagan administration's request for the NSF was $1.5 billion, an increase of 13.6 percent over the FY 1984 budget.) The hearings include a prepared statement from Edward Knapp (NSF director) which provides an overview of the FY 1985 budget request and highlights of three initiatives proposed in FY 1985; these initiatives are: (1) the beginning of the construction of the Very Long Baseline Array, (2) expansion of support of computer networking and research time on supercomputers, and (3) a new program to establish cross-disciplinary research centers in engineering; plans for pre-college science and engineering education conclude this statement. Also included are statements and/or testimony from four NSF-funded research scientists--Jaime (Jim) Diaz (psychology), John Knauss (oceanography), Laurence Strong (chemistry), and Richard Claus (engineering), and also from: Anna Harrison (representing the American Association for the Advancement of Science); Robert Blastad Miller (executive director, Consortium of Social Science Associations); Warren Niederhauser (president, American Chemical Society); Robert Williams, Harlyn Halvorson, and Moselio Schaechter (representing the American Society for Microbiology); Strom Thurmond (senator, South Carolina); and Dan Quayle (senator, Indiana). (JN)

ED 254 052 EC 172 013

Curtis, Charles K.
Normalization and the Assessment of Residences and Workshops by Mentally Handicapped Consumers.
PUB DATE- Feb 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Check Lists; Consumer Education; Evaluation Methods; *Mild Mental Retardation; *Moderate Mental Retardation; *Normalization (Handicapped); Program Evaluation; Sheltered Workshops; Young Adults

Checklists have been developed with which mildly or moderately mentally retarded people can assess the quality of services provided them in residences and workshops. Based on the normalization principle, the checklists include examination of residential factors (such as the building's external appearance, rules, degree of privacy, and use of community facilities by residents) as well as of workshops features (such as working conditions, relationships with staff, and preparation for community employment). Checklist items should be thoroughly explained before assessment is begun, and results should be considered in terms of implications for change. Nine references are listed and both checklists are appended. (CL)

ED 254 067 FL 014 812

Classical Languages Course of Study, Junior & Senior High Schools.

Dade County Public Schools, Miami, FL. Div. of Elementary and Secondary Instruction.

PUB DATE- Aug 84

NOTE- 60p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Advanced Placement; Course Descriptions; Cultural Education; Curriculum Guides; *Educational Objectives; Films; *Honors Curriculum; Instructional Materials; *Latin; *Latin Literature; Literature Appreciation; School Districts; Secondary Education; *Second Language Instruction

The curriculum guide for the Latin program of Dade County's secondary schools establishes a uniform sequential program and describes program expectancies for each level and type of course, to serve as a basis for planning appropriate instruction. An introductory section discusses the program definition, goal, offerings, study guide format, and criteria for honors courses. Course outlines for Latin I-V, advanced placement courses in the literature of Vergil, Catullus, and Horace, and an alternative program in Roman civilization follow. For each course, a brief course description, selection considerations, specific behavioral objectives, and sample class activities are provided. Lists of basic instructional materials, supplementary materials, and films are appended. (MSE)

ED 254 082 FL 014 879

Johnson, Carol

American History. A High School Bilingual Supplement for Laotian Students.

Rochester Public Schools, Minn.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE- Jun 84
NOTE- 178p.; Photographs and maps will not reproduce clearly. Translated by Boonthy Thammavongsa. Cover title: "United States History; A Handbook for Laotian Speaking Students."
LANGUAGE- English; Lao
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Course Descriptions; *Cultural Context; Curriculum Guides; *Geography; High Schools; Immigrants; Instructional Materials; *Limited English Speaking; *United States History

This high school level United States history course guide for Lao-speaking students is designed to simplify concepts, build learning confidence, and supplement American history texts so that limited English-speaking students can meet graduation requirements and understand the American heritage. Lesson topics include the changing West (1860-1900), the Pacific Coast region, the Southwest and Rocky Mountain region, the Plains region, the causes and growth of industrialization, the immigrant, World War I, the 1920's, the Great Depression, the 1930's depression years, the beginning of World War II, World War II as a global war, the United Nations, postwar America, the period from Kennedy's "New Frontier" to Watergate (1960-74), and the changes and challenges of recent years and the near future. Charts, graphs, and maps illustrate the text, and a glossary is included. (MSE)

ED 254 097 FL 014 899

Holland, V. Melissa; And Others

English-as-a-Second-Language Programs in Basic Skills Education Program I.

American Institutes for Research, Washington, D.C.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- AIR-1359
PUB DATE- Jan 84
NOTE- 125p.; For related document, see ED 245 567.
CONTRACT- MDA903-81-C-AA04
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Armed Forces; Basic Skills; Educational Assessment; *Educational Needs; *English (Second Language); *Limited English Speaking; *Military Personnel; *Program Effectiveness; Program Evaluation; Puerto Ricans
IDENTIFIERS- *Army

In an effort to assess the educational needs of limited-English-speaking personnel in the U.S. Army and to assess the effectiveness of existing programs in English as a second language (ESL), information was gathered from analysis of files on limited-English-speaking soldiers, 2,804 of whom were enrolled in the ESL program, and field studies of seven ESL programs using questionnaires, classroom observations, and oral proficiency testing. The data are intended for use in deciding whether existing programs should be curtailed, maintained, or expanded, and to decide about recruiting and training limited-English-speaking soldiers. It was found that the majority of limited-English-speaking soldiers are insular Puerto Rican and have at least high school diplomas. Those enrolled in ESL programs reported favorable feelings about programs and teachers, but also felt that greater emphasis should be placed on speaking and listening rather than on reading and writing the language. Gains in English comprehension test scores averaged two points per week during the six-week programs, and soldiers with final scores above 50 were more likely to succeed in the Advanced Individual Training than lower scoring soldiers. A high correlation was found between the reading and writing based English comprehension test and an oral proficiency test. Across installations, ESL programs differ in size, curricula, teaching techniques, and philosophy, but all produced improvements in English language skills. (Author/MSE)

ED 254 111 HE 017 618

Jackson, Gregory A.

Sociologic, Economic, and Policy Influences on College-Going Decisions.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 81
NOTE- 36p.
GRANT- OB-NIE-G-80-0111
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; College Attendance; *College Choice; Decision Making; *Economic Factors; *Enrollment Influences; Family Characteristics; Higher Education; Institutional Characteristics; Labor Market; Models; Predictor Variables; *Social Influences; *Sociocultural Patterns; Statistical Analysis

Research on factors that influence college choice, including sociologic and economic explanations, is reviewed. It is suggested that the following four factors strongly affect college choice: family background, student achievement or ability, some college attributes, and labor-market conditions. School context and college effects moderately affect college selection. The variables of family background, neighborhood context, school context, and student achievement or ability represent sociologic theory, as do college attributes and effects relating to status. Other college attributes and effects represent economic theory, including availability, price, and price adjustments, along with labor market conditions. The basic economic model of the decision to attend college, the human-capital model, considers the costs and benefits of working after high school versus completing various degrees. It is suggested that since student decisions about college are theoretically eclectic, policy and research should not rely on a single theoretical perspective. Omitting any of the variables from a choice model presumably will limit the model's applicability. The use of multivariate analysis of longitudinal data for research on college choice is also supported. (SW)

ED 254 139 HE 018 104

Mingle, James R.

Measuring the Educational Achievement of Undergraduates: State and National Developments.

State Higher Education Executive Officers Association.

PUB DATE- Jan 85
NOTE- 18p.
AVAILABLE FROM- State Higher Education Executive Officers Association, 1860 Lincoln Street, Suite 310, Denver, CO 80925.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Academic Standards; Educational Quality; Higher Education; Minimum Competency Testing; *Program Evaluation; *Standardized Tests; State Standards; *Student Evaluation; *Student Placement; *Undergraduate Students
IDENTIFIERS- Excellence in Education

The use of standardized tests for program evaluation, student placement, and student progression in order to improve the quality of higher education is discussed. It is noted that student achievement is being used as a criterion for judging programs as part of state assessments. Although standardized test scores have long been used by institutions for counseling and course placement, new initiatives coming from the state level would refine and strengthen this effort through new instruments and mandated participation by public colleges. In addition, standardized exams to establish minimum standards for student progression in higher education are a limited but growing response to concerns about quality. Some systems are using these exams to screen students seeking admission to teacher education programs. Georgia and Florida require all students to pass a minimum competency exam for advancement to upper-division programs. Legislative initiatives, legal issues, and national developments are discussed, with attention to topics such as: diagnostic testing for placement purposes, valued-added testing, national longitudinal studies, evaluation of undergraduates, and assessment of adult literacy. (SW)

ED 254 153 HE 018 118

Assessment of Alternative Student Aid Delivery Systems: Assessment of the Current Delivery System.

Advanced Technology, Inc., Reston, VA.; Westat Research, Inc., Rockville, Md.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- Jun 83
NOTE- 402p.; For related documents, see HE 018 112-135 and HE 018 137-140.
CONTRACT- 300-80-0952
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Role; Credit (Finance); *Delivery Systems; *Federal Aid; Federal Government; Financial Aid Applicants; Grants; Higher Education; Information Needs; Money Management; *Program Administration; Program Costs; Resource Allocation; State Government; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *Pell Grant Program

The effects of the current system for delivering federal financial assistance to students under the Pell Grant, Guaranteed Student Loan (GSL), and campus-based programs are analyzed. Information is included on the use of the assessment model, which combines program evaluation, systems research, and policy analysis methodologies. "Baseline" measures are provided to enable the comparison of alternative delivery systems to the current system. The effects of the current delivery system on five categories of participants are assessed: federal government, state/guarantee agencies, colleges, lender/noteowners, and applicants/families. Concerns for government, lenders, and colleges include: administrative costs, fund forecasting, fund control, net revenue, certainty of funds, availability of information, integration across programs, other aid programs, and distribution of aid. Additional concerns to applicants/families include: applicant cost and time, turnaround time, miscalculation/error, and database vulnerability. Included is a chart of activities that are currently used to implement the Pell Grant, GSL, and campus-based programs. Results of a 1982 survey of consumer complaints concerning student financial aid are also appended. (SW)

Quality Control (QC) System Development for the Pell Grant Program: A Conceptual Framework.

Advanced Technology, Inc., Reston, VA.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 1 Mar 82
NOTE- 36p.; For related documents, see HE 018 112-135 and HE 018 137-140.
CONTRACT- 300-80-0952
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Delivery Systems; Eligibility; Error Patterns; *Federal Aid; Financial Aid Applicants; Grants; Higher Education; Management Information Systems; *Program Administration; *Program Evaluation; *Quality Control; *Student Financial Aid
IDENTIFIERS- *Office of Student Financial Assistance; *Pell Grant Program

The objectives of the Pell Grant quality control (QC) system and the general definition of QC are considered. Attention is also directed to: the objectives of the Stage II Pell Grant QC system design and testing project, the approach used to develop the QC system, and the interface of the QC system and the Pell Grant delivery system. The comprehensive and strategic approaches to QC system development are compared using the following objectives for the QC system as evaluative criteria: reduce error in the Pell Grant program, maintain flexibility to add additional programs, pilot test QC system components, and produce a sound QC methodology. The following QC options are assessed with attention to feasibility, potential for reducing error, developmental costs, and interface with delivery system: a manual QC system with new data sources, a combined automated/manual QC system with new data sources, a combined automated/manual system with existing data sources, and a fully automated, integrated system. A combined system with existing data sources is recommended. Appended are preliminary descriptions of QC subsystems that cover the Office of Student Financial Aid subsystem, the institutional subsystem, the Pell processor subsystem, and the student (applicant) subsystem. (SW)

Etaugh, Claire
Changes in the Status of Women Faculty and Administrators in Higher Education since 1972.
PUB DATE- Apr 85
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Rank (Professional); *Administrators; *College Faculty; Employment Patterns; *Females; Higher Education; Intellectual Disciplines; Promotion (Occupational); *Salary Wage Differentials; *Sex Differences; Specialization; Teacher Salaries; Tenure
IDENTIFIERS- *Women Administrators

Changes during 1972-1984 in the status of women faculty and administrators in higher education are examined, based on a literature review. While the proportion of women faculty has increased, women still are concentrated in a small number of fields, including English, foreign languages, nursing, home economics, fine arts, and library science. The proportion of women is least at universities, greater at four-year colleges, and greatest at two-year colleges. They are paid less than are male faculty, are less likely to be tenured, advance through the academic ranks more slowly than do men, and tend to be concentrated in the lower ranks. For women who have been in academia the longest, the salary discrepancy is greatest. The greatest salary discrepancies between male and female faculty have tended to be in chemistry and the biological sciences. Similarly, women administrators are underrepresented in high-level positions, especially at public coeducational institutions, and are paid less than men. The majority of women presidents are in private four-year colleges, nearly half of which are women's colleges. For both faculty and administrators, sex differentials with regard to salary, rank, tenure, and position have remained fairly constant over the last 10 years. (Author/SW)

ED 254 195 IR 011 507

The Computer Literacy Act, H.R. 3750 and The National Educational Software Act, H.R. 4628. Hearing before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology, House of Representatives, Ninety-Eighth Congress, Second Session, June 5, 1984. No. 107.

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 84
NOTE- 353p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Computer Assisted Instruction; *Computer Literacy; Computers; *Computer Software; Federal Legislation; Futures (of Society), Hearings; *Policy Formation; Public Policy; *Teacher Education
IDENTIFIERS- *Computer Uses in Education; Congress 98th

This legislative report offers testimony and related materials concerning two bills that address the issues of the computer in the classroom as an educational tool, access to computers, teacher training, and software development through the establishment of a National Computer Educational Software Corporation. Testimony of the following witnesses is included: Representatives Albert Gore, Jr. (Tennessee), Timothy E. Wirth (Colorado), and Thomas J. Downey (New York); Gary Bauer, Department of Education; Richard S. Nicholson, National Science Foundation; Roy Truby, Council of Chief State School Officers; Linda Tarr-Whelan, National Education Association; Sue Talley, Apple Computer Corporation; Paul Horwitz, Bolt, Beranek, and Newman, Inc.; Lois Rice, Control Data Corporation; Harry McQuillen, Columbia Broadcasting System, Inc.; Sherry Turkle, Massachusetts Institute of Technology; Fredrick Bell, University of Pittsburgh; and F. James Rutherford, American Association for the Advancement of Science. Additional testimony submitted for the record includes that of the Association of American Publishers, Inc.; Association of Data Processing Service Organizations; T. H. Bell, Secretary of Education; and George A. Keyworth, Science Advisor to the President. (LMM)

de Man, W. H. Erik, Ed.
Conceptual Framework and Guidelines for Establishing Geographic Information Systems Capable of Integrating Natural Resources Data and Socio-Economic Data for Development-Oriented Planning, Monitoring and Research. (Preliminary Version).
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-84/WS/20
PUB DATE- Aug 84
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Planning; *Databases; *Developing Nations; Geographic Distribution; Guidelines; *Information Networks; *Information Systems; Information Utilization; *Natural Resources; Physical Geography; Regional Planning; Scientific and Technical Information; Socioeconomic Influences
IDENTIFIERS- *Geobased Information Systems; Geocoding; *Spatial Planning

This preliminary conceptual framework and the 23 related guidelines have been prepared by specialists drawn from both developed and developing nations as a joint project of the International Institute for Aerial Survey and Earth Sciences (ITC). The project was designed to analyze linkages between natural resource based data and certain types of socioeconomic, scientific, and technological information, and to prepare guidelines to serve as an operational framework for establishing integrated spatial data banks, with particular emphasis on ensuring their usefulness in development planning. The report deals with geographic information systems from three perspectives: as information systems, having particular importance in the development process; in terms of the specific spatial function they perform; and the challenges presented by the integration of spatial data. Following an introduction and summary of the guidelines, the report is divided into five sections: (1) the nature of geographic information systems; (2) general considerations relevant to information systems (including identification of the users and uses of integrated spatial information and design considerations); (3) collection and handling of spatial data, including geocoding; (4) establishing an integrated geographic information system; and (5) post-establishment managerial concerns. A list of participants and resource persons contributing to the project, a selective list of existing geographic information systems, and a glossary of terms used in the report are appended. (THC)

ED 254 267 JC 850 070

Suter, Marcia A.

A Comparison of Grades, GPA, and Retention of Developmental Students at Northwest Technical College.

PUB DATE- 12 Aug 83

NOTE- 24p.; Graduate seminar paper, University of Toledo.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Academic Persistence; *Developmental Studies Programs; Grade Point Average; *Grades (Scholastic); *Program Effectiveness; School Holding Power; Two Year Colleges; Two Year College Students

A study was conducted to compare the academic success of students who completed developmental education courses at Northwest Technical College with that of students who did not take such courses, but whose placement test scores indicated that they should. Subjects of the study were selected from 499 students who were advised, based on their test scores, to enroll in developmental sections of Basic Communications (BC1000) or Technical Mathematics (TM1200) between 1980 and 1983. The study focused on the grades, grade point averages (GPA's), and retention rates of 136 students who enrolled in BC1000 and 147 students who elected to enroll in college-level Basic Communications (BC1001); and 143 students who enrolled in TM1200 and 73 students who chose to enroll in the college-level technical mathematics course (TM1201). Study findings indicated: (1) 17.6% of the BC1001 group withdrew, compared to 10.2% of the BC1000 group; (2) 17% of the TM1201 students and 15% of the TM1200 students withdrew; (3) while the BC1000 group had slightly higher GPA's than the BC1001 group, the TM1201 group had slightly higher GPA's than the TM1200 group; (4) those who received unsatisfactory grades in their developmental classes were more likely to withdraw from college than those who received satisfactory grades; and (5) 100% of the developmental students who eventually graduated had received satisfactory grades in Their developmental course work. Findings are illustrated in six statistical tables. (HB)

ED 254 281 JC 850 089

Baldwin, Anne

Placement and Follow-Up Report: Graduate Survey Responses and State Defined Placement Status of Occupational Programs for the Academic Year 1982-83. Research Report No. 84-31.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Nov 84

NOTE- 122p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Graduates; Community Colleges; *Employment Patterns; Females; Graduate Surveys; *Job Placement; Males; Multicampus Districts; Salaries; Two Year Colleges; *Two Year College Students; *Vocational Education; Vocational Followup

Annually, a study is conducted by Miami-Dade Community College to determine the education and employment status of vocational program graduates and their reactions to various aspects of college services and courses. Study findings are based on a survey for former students, Department of Labor and Employment Security Files, State University System files, and employer follow-up survey, job placement logs completed by students, and various other sources. Findings for 1982-83 included the following: (1) 1,492 occupational degrees were awarded and, of these, 79.4% were associate in science degrees and 20.6% were planned certificate awards; (2) for the most part, programs with the highest number of graduates in 1982-83 (e.g., nursing, early childhood education, business data processing, electronics, and travel and tourism) were the same programs in this category the previous year; (3) medical programs had the most graduates and the highest mean entry salaries; (4) while the self-reported collegewide modal salary category for graduates was $4.01-$6.01 per hour (25%), the secondary mode covered three salary categories ($6.01-$12.00) totaling 51% of respondents; (5) 68% of the occupational graduates were female, with 8 of the 11 programs graduating the most students having predominantly female enrollments; and (6) in collegewide ratings of major courses and services, the modal category was "good." Questionnaires and individual campus data summaries are included. (Author/LAL)

ED 254 309　　　　　　　　　　　　　　　　PS 014 705

Impact of Federal Spending Cuts on Maternal and Child Health Care. Hearing before the Subcommittee on Economic Goals and Intergovernmental Policy of the Joint Economic Committee. Congress of the United States, Ninety-Eighth Congress, First Session (November 17, 1983).

Joint Economic Committee, Washington, D.C.

PUB DATE- 84

NOTE- 152p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Block Grants; *Budgeting; Children; *Cost Effectiveness; Disabilities; *Federal Government; Health Services; Infant Mortality; *Mothers; Prevention; Private Financial Support; *Retrenchment; State Government

IDENTIFIERS- Child Health Care; Congress 98th; *Maternal and Child Health Block Grant Program; Prenatal Care

The second in a series investigating child and maternal health care in the United States, this hearing explores the social impact of the 1981 spending cuts in funds for the federal maternal and child health block grant program. Statements from three senators describe the legislative history and successes of the program and detail the senators' efforts to restore funding to 1980 levels. Testimony is also given by medical experts from the Children's Health Fund, the Michigan Department of Public Health, the National Maternal and Child Health Resource Center, the March of Dimes Birth Defects Foundation, the American Academy of Pediatrics, and the Services for Children with Handicaps Program in the Minnesota Department of Health. This testimony describes the impact of spending cuts in various states on the numbers of children and pregnant women served and on the kinds of care they receive. Information is also given concerning the responses of state governments to the increasing demand for services (due to unemployment) in the face of federal funding cuts; the disproportionate effects of reduced federal funding on the urban poor, the rurally isolated, and handicapped children, as well as on the infant mortality rates of Blacks and Hispanics; and the cost effectiveness of prevention programs that provide prenatal care, immunization, and early diagnosis of health problems. (CB)

ED 254 323 PS 014 940

MacWright, Alicia Cox
Planning and Implementing a Parent Education Component in a University Based Preschool Program.
PUB DATE- 85
NOTE- 69p.; Practicum Report, Nova University. Appendix F, "Handouts, Article Reprints and Parent Newsletters Distributed to Parents," has been removed due to copyright restrictions.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Newsletters; *Parent Attitudes; *Parent Education; Preschool Education; *Program Evaluation; *Program Implementation; Questionnaires; Reading Materials; *Resource Materials; Seminars
IDENTIFIERS- Douglass Psychology Child Study Center; Rutgers The State University Douglass College NJ

A parent education component was planned and implemented as part of a university-based preschool program in the Department of Psychology at Rutgers-The State University. Goals of the practicum were to survey parents to identify topics of interest to them; to develop a parent education program focused on topics identified by parents; to sensitize parents to the importance of their role in the development of their children; and to survey parents completing the program to ascertain the usefulness of the program to their family. Goals were realized through (1) seminars on discipline, self-esteem, the relationship of television to learning in young children, and parental contributions to children's cognitive development; (2) the addition of printed material concerning parenting and child development to a "parents' corner" in the center library; (3) monthly distribution of a parent newsletter; and (4) periodic distribution of handouts and reprints on related topics. It was concluded that objectives of the program were met. A bibliography included in the present report cites parent education and related materials. Appendices provide instruments used to survey parents and evaluate the program and a list of materials placed in the parents' corner. (RH)

ED 254 337 PS 014 958

Gross, Beatrice; Gross, Ronald

Frontiers of Research and Evaluation in Compensatory Education. A Report of the Follow Through Planning Conference "Documentation of School Improvement Efforts: Some Technical Issues and Future Research Agenda" (Pittsburgh, Pennsylvania, March 12-13, 1981).

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 82

NOTE- 52p.; For individual conference papers, see ED 221 557, ED 226 453, ED 242 427, ED 243 585-587, ED 244 723, ED 244 738, ED 245 791, and ED 245 795.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Compensatory Education; *Early Childhood Education; *Economically Disadvantaged; *Educational Facilities Improvement; Evaluation Methods; Evaluators; *Program Evaluation; Research Design; Research Needs; *Research Problems; Research Proposals; Young Children

IDENTIFIERS- *Project Follow Through

This conference report identifies research needs in evaluating and documenting large scale school improvement efforts to serve disadvantaged populations. Summaries of the conference presentations are provided, grouped into three sections. The first section examines the basis of conducting evaluations. Several basic assumptions are challenged, among them that well-planned innovative programs have an appreciable effect, that research findings influence educational decisions, and that the use of scientific inquiry is a valid basis for social change. It is suggested that a "judicial method" can involve school staff in constant controversy and keep them learning as they weigh "trial" evidence. The second section discusses methods of knowing whether programs are being implemented. Discussions of a method to calibrate degrees of implementation by teachers, the "banking" of a retrievable group of generalized outcome measures (which would serve Follow Through programs that are ill-served by standardized achievement tests), and the diverse requirements for federal administrators are also included. Uses and misuses of tests and the inadequacies of the testing system for language-minority students are discussed in the third section. The report concludes with discussion, conclusions, and recommendations by conference members; a list of participants; and a list of papers presented. (AS)

Lovett, Ollie M.
PATHWAYS: An Adult Pre-GED Reading Skills Workbook. Level 1. Teacher's Guide.
Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 84
NOTE- 40p.; For related documents, see RC 015 172-184.
GRANT- G008201011
AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721 N. Central Ave., #814, Phoenix, AZ 85004 ($4.95).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; American Indian Culture; *American Indian Education; American Indian Literature; Course Objectives; High School Equivalency Programs; *Reading Comprehension; Reading Instruction; *Reading Skills; Relevance (Education); *Study Skills; *Supplementary Reading Materials; *Teaching Methods; Tribes; Units of Study; Vocabulary; Writing Instruction; Writing Skills
IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

This document, the accompanying teacher's guide to the Pre-GED (General Educational Development) Level I reading skills student workbook of the PATHWAYS Curriculum, provides for each lesson in the student workbook a concise explanation of each skill, suggested teaching strategies, answers to the exercises, and a list of available commercial materials that may be used to supplement the exercises in the workbook. The preface of the guide describes in detail the components of the culture-based GED preparatory reading and writing curriculum for American Indian adult education students. (ERB)

ED 254 391 SE 045 163

Cook, Stephen
Achieving Self-Reliance: Backyard Energy Lessons.
Arkansas State Energy Office, Little Rock.
PUB DATE- Jun 84
NOTE- 156p.; For related document, see SE 045 164.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alternative Energy Sources; *Construction (Process); Costs; Energy; *Energy Conservation; *Solar Energy; *Wind Energy
IDENTIFIERS- *Appropriate Technology; Arkansas; *Biomass

Appropriate technology (the process most appropriate for local cultural, economic, and social conditions) is geared toward projects which: are small in scale, decentralized, and energy efficient; use local materials, labor, and ingenuity; are not capital-intensive; and maximize the use of renewable energy resources. Descriptions of such projects (carried out between 1979 and 1983 in Arkansas) are presented under six headings: (1) retrofits for conservation; (2) active solar energy; (3) passive solar energy; (4) wind and photovoltaics; (5) biomass; and (6) energy center. Included with the descriptions are: sources for additional information; pictures, drawings, and charts for clearer understanding; instructions to follow when building or assembling various devices; rough dollars-and-cents evaluations; and the experiences of the individuals completing the projects. It is assumed that individuals reading this book have some knowledge of basic terms, processes, and applications in alternate-energy technology. These individuals include people who wish to lower their energy bills and increase their self-reliance and people with some technical training who are interested in engineering and design aspects of these technologies, as well as economic concerns. (JN)

ED 254 406 SE 045 419

Rose, Elsie G.; Card, Jaclyn A.
Environmental Knowledge and Committment of Selected University Students.
PUB DATE- 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Ecology; Education Majors; Elementary Education; *Environmental Education; Forestry; Higher Education; *Knowledge Level; Majors (Students); Recreation; *Student Attitudes; Student Behavior
IDENTIFIERS- *Environmental Attitudes; Environmental Education Research

Junior and senior students (N=175) majoring in elementary education, recreation, and forestry were given an ecological attitude inventory which measured: (1) level of environmental knowledge; (2) verbal, actual, and emotional commitment to the environment; and (3) the degree to which they spoke, behaved, and felt positively toward the environment. Results indicate that participants have limited knowledge about the environment. In addition, their degree of verbal, actual, and emotional commitment to the environment is low; the respondents either do not care, have not learned, or have not been exposed to an adequate amount of environmental knowledge or to a sense of commitment. While not scoring significantly higher, forestry majors did score enough higher to suggest that their more science-based academic requirements increase their knowledge and therefore their environmental commitment. Findings (such as environmental knowledge being the strongest predictor of actual commitment to the environment) are consistent with those of other studies. Based on the low scores of participants, it is recommended that greater emphasis be placed on environmental education at all educational levels and that elementary education, recreation, and forestry majors have more required course work in ecology and environmental studies. (JN)

ED 254 351 PS 015 013

Lombardo, Maria
The Italian American Parent Training Institutes.
National Italian American Foundation, Washington, DC.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 22 Jan 85
NOTE- 131p.; For related documents, see PS 015 015.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bilingual Education; Elementary Education; Home Study; *Italian Americans; Parent Attitudes; *Parent Education; *Parent Participation; *Parent School Relationship; Parent Workshops; *Reading Achievement; Reading Skills; School Involvement
IDENTIFIERS- *Massachusetts (Boston); *New York (New York)

To help parents of Italian descent take an active part in their children's education, a 2-year program was implemented in New York City and Boston. The project attempted to examine the impact of training upon (1) parents' active participation in the schools and the bilingual programs; (2) parents' home activities with their children; and (3) the reading achievement of bilingual children of elementary age. The program consisted of a series of workshops for 60 parents. Presentations introduced parents to the structure of the American school, bilingual education, and reading activities that they could perform with their children on a daily basis. The development of a formalized parent training program was motivated by experience in bilingual communities suggesting that parents do not participate in schools. However, research has found that the home environment influences IQ and that children's attitudes toward and achievement in school are factors of their home experience. Outcomes of the first year of the program included the development of parent advisory committees, the organization of parents to make their opinions known to school officials, the voting of parents at school board elections, and the training of parents to work as aides in the bilingual program. As a result of an intensive course during the second year, parents conducted reading activities at home. Results of pretesting and posttesting indicated an increase in the children's reading levels over a 3-year period. Workshop outlines are attached; appendices include demographic information about the parents and the results of parent attitude questionnaires. (Author/CB)

ED 254 377 RC 015 197

Miller, James, Jr.; Sidebottom, Dennis
Teachers: Finding and Keeping the Best in Small and Rural Districts. AASA Small School Series #2.
American Association of School Administrators, Arlington, Va.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Mar 85
NOTE- 35p.
GRANT- 300820226
AVAILABLE FROM- American Association of School Administrators, 1801 North Moore St., Arlington, VA 22209 (Stock No. 021-00144, $4.50 ea., 2-9 copies 10% discount).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analys [illegible] State-of-the-Art Materials (070) Guides/Methods/Techniques [illegible] Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Community Characteristics; Community Involvement; Elementary Secondary Education; Incentives; *Labor Turnover; Rural Areas; *Rural Schools; *School District Size; *Small Schools; Staff Development; *Teacher Recruitment; Teacher Supply and Demand; Teaching Conditions

Written to shed light on the unique recruitment and retention problems faced by rural and small school districts, this booklet also presents strategies to address these problems. Among problems noted in the opening overview are that recruiting and retaining good teachers in rural and small schools is complicated by inadequate pay which does not compensate educators for isolation, easily discouraged educators who haven't been prepared for rural living and teaching become easily discouraged; that there is a negative rural stereotype; and that there are too few good educators in the hiring pool overall. The chapter on research findings acknowledges that data collection efforts in rural education are recent, but that existing data do show that distinct differences between rural and nonrural schools affect a district's ability to attract and retain teachers. Two chapters consider recruitment and urge that recruiters be well-prepared, represent the community as well as the school, and stress the positive aspects of small communities. Suggestions cover how to publicize vacancies, where to look for potential teachers, and what kinds of incentives have been successful. A final chapter on retaining staff provides suggested activities for helping staff acclimate themselves and grow professionally, cites understandings teachers need to cope with rural life, and describes the Rural Job Referral Service. A bibliography, author page, and acknowledgements conclude the booklet. (BRR)

ED 254 434 SO 016 154

Martorella, Peter H.
Developing Computer Literate Social Studies Teachers.
PUB DATE- Nov 84
NOTE- 28p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (64th, Washington, DC, November 15-19, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; Computer Assisted Instruction; *Computer Literacy; Computer Managed Instruction; Computer Software; Concept Teaching; Data Interpretation; Data Processing; *Educational Needs; Elementary Secondary Education; *Futures (of Society); Information Sources; Instructional Materials; Microcomputers; Problem Solving; Skill Development; Social Change; Social History; *Social Studies; *Teacher Education

Six dimensions of computer literacy for social studies educators to address are discussed. In preparing social studies teachers for the 21st century, educators need to determine which aspects of computer literacy are essential to incorporate into teacher education. First, teachers must have knowledge of the basic sources of information, such as relevant periodicals. Second, teachers must understand the process of communicating with microcomputers. While teachers do not have to be programmers, they must have some first-hand experience in trying to communicate with computers in order to appreciate their limitations. Third, teachers need to know about hardware components. Fourth, teachers must know about available software and its compatibility with hardware. The fifth area in which teachers must be knowledgeable is in microcomputer applications in the social studies. Programs can help students learn data processing and interpretation, communication skills, group participation skills, facts, concepts, and problem solving. Teachers can also use computers in the management of classroom tasks. And, finally, teachers must know about the social implications of microcomputers. (RM)

ED 254 053 EC 172 014

King, Harry A.; Aufsesser, Peter M.

A Decision-Theoretic Examination of the Usefulness of Two Motor Performance Tests in Identifying Children for Assignment to Adapted Physical Education.

San Diego State Univ. Foundation, Calif.

SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- Jun 84
NOTE- 105p.
GRANT- 37-03651-X842-00-83
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adapted Physical Education; Elementary Education; *Handicap Identification; *Learning Disabilities; Motor Development; *Performance Tests; Student Placement; *Test Use
IDENTIFIERS- *Bruininks Oseretsky Test of Motor Proficiency; *Cornish Test of Motor Planning

Data from administration of the Bruininks-Oseretsky Test of Motor Proficiency and the Cornish Test of Motor Planning were taken on 120 children (5-1[illegible] years old), 60 of whom had been classified learning disabled (LD). Thirty of the LD Ss had been assigned to adapted physical education. The study sought to do two things: (1) determine whether the commonly used Bruininks-Oseretsky Test is valid in determining whether a child is in need of adapted physical education; and (2) determine whether the new, simpler Cornish Test might be useful for the same purpose, either solely or in conjunction with the Bruininks Test. The Bruininks-Oseretsky Test was found to accurately identify about 90% of the children needing adapted physical education. Long-term reliability was very satisfactory. The Cornish Test equaled predictive ability of the other test, although certain problems in test administration were noted, including unclear directions. The study focuses on the decision successfulness of the tests examined, the most appropriate framework in which to judge the validity of tests used for assignment and placement purposes. Joint use of the two tests did not improve decision accuracy. (CL)

ED 254 210 IR 011 525

Geisert, Paul; Futrell, Mynga
Computer Literacy for Teachers. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 84
NOTE- 3p.
CONTRACT- 400-77-0015
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Assisted Instruction; *Computer Literacy; *Computer Science Education; *Definitions; *Educational Objectives; Higher Education; *Programing; *Teacher Education Curriculum; Teachers
IDENTIFIERS- Computer Uses in Education; ERIC; ERIC Digests
This digest summarizes diverse viewpoints in the controversy over the meaning and practice of "computer literacy." The issue of whether being able to read and write computer programs should be a a computer literacy requirement for teachers is specifically addressed. Attempts to define computer literacy goals for teachers are noted, including those by Rawitsch (1981) and the states of Texas and North Carolina, as well as de facto definitions resulting from program development. It is suggested that a major problem with the term "computer literacy" is that it confounds two ideas: the computer as a classroom tool and the computer as a subject of instruction. Conclusions indicate that the specific skills and knowledge that constitute computer literacy remain undefined, and that teachers need to specify their own computer literacy needs and pursue their own individual computer literacy education plans. Twenty-six references are listed. (LMM)

Information Resources on Microcomputers in Libraries: Technical Processes. A Selected ERIC Bibliography.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 3p.
CONTRACT- 400-82-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Computer Oriented Programs; *Computer Software; Input Output Devices; Learning Resources Centers; *Library Administration; *Library Automation; Library Instruction; Library Networks; *Library Technical Processes; *Microcomputers; *Online Systems; Public Libraries; School Libraries
IDENTIFIERS- Vendors

Twelve articles and reports published between 1982 and 1984 and cited in "Resources in Education" and "Current Index to Journals in Education" are listed in this bibliography on the use of microcomputers for technical processes in libraries. Topics included are communications software for microcomputers; software for library/media center applications (including software titles for library skills instruction and library technical processes); retrospective conversion on an Apple microcomputer; software applications in communications (online database searching), word processing, administration, and database management systems; local area networks; microcomputers as interfaces to bibliographic utilities; the automated library system marketplace; in-house library databases; the need for training of media specialists in instructional and library data management applications of computers; trends in technology utilization; and system requirements and purchasing information. In addition to bibliographical information and annotations, ERIC accession numbers are provided. (THC)

Campbell, Douglas G.

The Law Book Talks: Library Instruction for Use of Legal Materials by Undergraduates and The Law Book Talks: A Video Tape Script.

Wisconsin Univ., Oshkosh.
PUB DATE- Jul 84
NOTE- 57p.; Prepared by Libraries and Learning Resources with a grant from the Undergraduate Teaching Improvement Council, University of Wisconsin System.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Academic Libraries; Higher Education; *Information Seeking; Laws; Legal Education; Library Collections; Library Guides; *Library Instruction; *Reference Materials; *Undergraduate Students
IDENTIFIERS- *Legal Research; *University of Wisconsin Oshkosh

This program of instruction in legal research for undergraduate students was developed to help an academic library provide effective support to 16 undergraduate courses dealing primarily with the law. Due to the complexity of the subject matter and the organization of the legal materials, instruction in legal research and the use of the law collection was ascertained to be necessary. The nine short videotapes that constitute the program explain and provide examples of basic beginning legal research; they may be used for either self-paced or group instruction. This document presents the scripts for the nine videotapes: (1) Introduction to Legal Materials; (2) Legal Citations; (3) Legal Dictionaries and Encyclopedias; (4) Law Digests; (5) Citators; (6) Reporters (Federal cases and State cases; (7) Federal Statutes; (8) Wisconsin Statutes; and (9) Administrative Law. A guide and flow chart support the scripts. Copies of the 9-18 minute tapes are on reserve in Forrest R. Polk Library for self-paced use. Presentation of the written materials are sometimes scheduled for classes as requested by teaching faculty. (THC)

ED 254 296 JC 850 113

Elmquist, Cheryle D.

TACC Capital Funding Feasibility Study: Presentation of Research Results.

Elmquist Associates, Inc., Seattle, WA.

SPONS. AGENCY- Washington State Board for Community Coll. Education, Olympia.

PUB DATE- Jan 85

NOTE- 35p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Community Colleges; *Educational Attitudes; Institutional Evaluation; *Public Opinion; Questionnaires; State Surveys; *Tax Allocation; Two Year Colleges

IDENTIFIERS- *Washington

A survey was conducted in Washington State to measure the general public's awareness and perceptions of community college capital funding needs; to evaluate the feasibility of success for a statewide capital funding initiative campaign based on increased property tax assessments; and to serve as a baseline study for future campaign strategies. The survey was conducted through telephone interviews with 1,006 registered voters who had a history of voting in off-year or special elections. Study findings included the following: (1) 43.6% of the sample reported having attended a community college and an additional 41.4% said they had been on a community college campus; (2) just over 50% of those who attended a community college either graduated from a two-year or technical program or went on to graduate from a four-year college; (3) 73.8% felt the community colleges were doing an excellent or good job in meeting the students' needs; (4) 61.7% identified the community college as part of their local community, while 24.8% identified it more as part of a statewide system; and (5) 63.3% indicated that they would support a tax initiative to levy an additional $0.25 per thousand dollar assessed value to the property tax to meet the capital needs of the community college system. The survey instrument and answers to open-ended questions are appended. (LAL)

ED 254 421 SE 045 440

Kunzmann, Klaus R.; Dericioglu, K. Taylan
Environmental Education and Training in and for Developing Countries. Arbeitpapier (Working Paper) 9.
Dortmund Univ. (West Germany). Inst. for Spatial Planning.
PUB DATE- Jun 83
NOTE- 32p.; Summary of a study carried out on behalf of the EEC/Brussels Directorate General for Development. Bibliography contains small print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Programs; *Developing Nations; *Educational Objectives; *Environmental Education; Graduate Study; Labor Needs; *Policy Formation; Postsecondary Education; *Professional Training; *Program Improvement; Training; Training Objectives
IDENTIFIERS- Environmental Education Research

This report summarizes the findings of a study which determined the state of the art of graduate and post-graduate environmental education (EE) and training programs for professionals in and for Third World countries (focusing on the activities and policies of United Nations development organizations, bilateral activities and policies of western aid agencies engaged in EE education and training in developing countries, and the activities and policies of international development banks). The study also examined the institutions in the member countries of the European Commission (and selected other countries) offering advanced training and education for professionals in this field, indicating existing education/training programs and discussing target groups, manpower requirements, goals of EE and training, and other areas. Various policy recommendations for the Committee of International Development Institutions on the Environment (CIDIE) membership concerning future policies of EE and training for environmentally sound development planning in developing countries are included. Two of the high priority recommendations are the dissemination of environmental information to high level politicians and policy advisors from developing countries and the establishment of a fund for model education and training programs. A nine-page bibliography concludes the report. (JN)

Spanish for Spanish Speakers (Spanish-S) Course of Study, Elementary Schools.

Dade County Public Schools, Miami, FL. Div. of Elementary and Secondary Instruction.

PUB DATE- Aug 84
NOTE- 178p.; For related document, see FL 014 814.
LANGUAGE- Spanish; English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Classroom Techniques; Course Content; Course Descriptions; Curriculum Guides; *Educational Objectives; Educational Strategies; Elementary Education; Evaluation Methods; Language Skills; *Native Language Instruction; Program Descriptions; School Districts; *Spanish; *Spanish Speaking; Student Evaluation; Student Placement; Vocabulary

The curriculum guide for the Dade County public schools outlines the content and design of a sequential language arts program. The guide provides structured and unstructured reading experiences for systematically developing Spanish decoding skills, comprehension and interpretation skills, and habits and tastes in reading literary materials. For each marking period of each elementary grade level, an average of 37 activities are provided, representing the core objectives in language development. Some suggestions are given for classroom lesson time management. The guide contains a description of the program and its objectives, notes on student evaluation and placement, and outlines of each grade level's course content, vocabulary, and teaching strategies. An index to independent student activities from the guide is appended. (MSE)

ED 254 083 FL 014 880

Johnson, Carol

American History. A High School Bilingual Supplement for Vietnamese Students.

Rochester Public Schools, Minn.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.

PUB DATE- Jun 84

NOTE- 168p.; Photographs and maps will not reproduce clearly. Translated by Long Ho and Lien Nguyen. Cover title is "United States History; Handbook for Vietnamese Speaking Students."

LANGUAGE- English; Vietnamese

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Course Descriptions; *Cultural Context; Curriculum Guides; *Geography; High Schools; Immigrants; Instructional Materials; *Limited English Speaking; *United States History

This high school level United States history course guide for Vietnamese-speaking students is designed to simplify concepts, build learning confidence, and supplement American history texts so that limited English-speaking students can meet graduation requirements and understand the American heritage. Lesson topics include the changing West (1860-1900), the Pacific Coast region, the Southwest and Rocky Mountain region, the Plains region, the causes and growth of industrialization, the immigrant, World War I, the 1920's, the Great Depression, the 1930's depression years, the beginning of World War II, World War II as a global war, the United Nations, postwar America, the period from Kennedy's "New Frontier" to Watergate (1960-74), and the changes and challenges of recent years and the near future. Charts, graphs, and maps illustate the text, and a glossary is included. (MSE)

ED 254 098 FL 014 902

Giauque, Gerald S.
Some New Ways to Teach Gender.
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Concept Formation; Diachronic Linguistics; *Form Classes (Languages); French; German; Italian; *Nouns; *Romance Languages; *Second Language Instruction; Spanish; Spelling
IDENTIFIERS- *Gender (Language)

A discussion of techniques for assisting native English-speaking students in understanding the concept of gender in such languages as French, German, Italian, and Spanish considers three issues: (1) What is gender? (2) What is a good way to learn the gender of nouns? and (3) How did the concept of gender develop and how can the concept help one to deal with gender more effectively? It is noted that gender in languages refers less to sex than to categories or species, and in English the neuter category predominates while in Romance languages it does not exist. Students are entreated to avoid ascribing sex-associated characteristics to nouns of either gender, but to rely on grammatical rules governing gender. However, a theory of the development of the gender concept that ties gender to the animistic personification of things and ideas is proposed. It is suggested that in learning Romance languages, students be encouraged to relate gender to the absence or presence of certain letters at the end of the noun, with the understanding that some inconsistencies exist even in this system. (MSE)

ED 254 112 HE 017 808

Renewing Excellence: The 1984 New England Legislative Survey.
New England Board of Higher Education, Wellesley, Mass.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.; National Conference of State Legislatures, Washington, D.C.
PUB DATE- Nov 84
NOTE- 82p.; Also sponsored by the Caucus of New England State Legislatures.
AVAILABLE FROM- New England Board of Higher Education, 45 Temple Place, Boston, MA 02111 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Economic Development; Educational Benefits; Educational Finance; *Educational Quality; Education Work Relationship; Geographic Regions; Government School Relationship; *Higher Education; *Legislators; Public Opinion; Regional Cooperation; *Retraining; *School Attitudes; School Business Relationship
IDENTIFIERS- *New England

Views of 705 state legislators about higher education in New England were surveyed in 1984. Five major topics in higher education were covered: quality, role in economic development, finance, communication between educators and legislators, and role in retraining mid-career workers. A large majority of the respondents felt New England colleges and universities were vital to the economic development of the region. They rated the quality of postsecondary institutions as good or excellent and favored direct aid to higher education or special incentives to industry to promote retraining programs. Overall, respondents felt strongly about the need for better communication among government, higher education, and business, and favored better information about retraining needs, retraining programs, and model legislation on retraining. Respondents were strongly disposed to regional collaboration on retraining programs. Of the 36 public colleges represented by the respondents, 27 operated one or more retraining programs, while 29 of the 65 private colleges had one or more such programs. The respondents represented Connecticut, Massachusetts, Rhode Island, Maine, New Hampshire, and Vermont. In addition to the survey report, which contains narrative and statistical information, a press release and summary on the survey are provided. (SW)

ED 254 126 HE 017 981

Postsecondary Education in Minnesota: A Commitment to Quality, Access and Diversity.

Minnesota State Commission on the Future of Minnesota Post Secondary Education, St. Paul.

PUB DATE- 2 Apr 84
NOTE- 78p.
AVAILABLE FROM- Commission on the Future of Minnesota Post Secondary Education, Administration Building, Room 200, St. Paul MN 55155.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *College Planning; College School Cooperation; Community Colleges; Demonstration Programs; *Educational Quality; Educational Technology; Education Work Relationship; Graduate Study; Leadership Responsibility; Lifelong Learning; Policy Formation; *Postsecondary Education; *Public Policy; Remedial Programs; State Boards of Education; *Statewide Planning; Student Financial Aid; Tuition
IDENTIFIERS- Blue Ribbon Commissions; *Minnesota; Mission Statements

Recommendations of the Commission on the Future of Minnesota Post-Secondary Education are presented. A mission statement is proposed for adoption by the state, along with four principles to guide policy development. While the Commission does not recommend closing of any campuses in 1984, it suggested that criteria and procedures be developed for the annual review of the scope, mix, and cost of programs. The following issues are also addressed, and recommendations and cost estimates are included: stronger coordination between colleges and high schools, marketing higher education for lifelong learning, tuition policies, student financial aid, developmental/remedial education, establishing demonstration centers for instructional technology, enhancing the quality of graduate education and research, and linking higher education to employment needs. Recommendations directed to each system of post-secondary education are also provided. Because of their unique roles, specific attention is directed to the Higher Education Coordinating Board and to systems leadership, including the need for area or regional planning. Public policy concerning private higher education is also discussed. (SW)

ED 254 140 HE 018 105

Dickason, Donald G.

The Impact of Secondary School Honors-Type Courses on College-Level Performance. College Board Report No. 84-1.

College Entrance Examination Board, New York, N.Y.
PUB DATE- 84
NOTE- 14p.
AVAILABLE FROM- College Board Publications, Box 886, New York, NY 10101 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Class Rank; *College Admission; Grade Point Average; *Grading; Higher Education; High School Students; *Honors Curriculum; *Prediction; Secondary School Curriculum; Selective Colleges; Standardized Tests
IDENTIFIERS- Pennsylvania State University; *Weighted Variables

The predictive value of secondary school honors-type courses for the college admissions process was studied, with attention to the proposition that an honors-type course grade should be promoted one full level (e.g., from a "B" to an "A"). The sample consisted of 950 freshmen at Pennsylvania State University in 1979. The students' self-reported information provided through the Student Descriptive Questionnaire of the Admissions Testing Program was also compared to data collected by the university's admissions office. The results did not support the contention that an honors course should be promoted by one letter grade, although the data did demonstrate a small but measurable positive impact on college performance by honors-type courses and showed also that honors-taking students had stronger secondary-school credentials and standardized test scores than non-honors students. It is concluded that weighting of the honors factors would slightly improve the prediction of students likely to get good college grades at a college that places significant weight on the predicted college grade point average in the selection process and that has a highly selective admissions competition for some or all of its programs. Summary statistics and regression values are included. (SW)

ED 254 168 HE 018 133

Office of Student Financial Aid Quality Improvement Program: Design and Implementation Plan.

Advanced Technology, Inc., Reston, VA.
SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- Sep 83
NOTE- 133p.; For related documents, see HE 018 112-135 and HE 018 137-140.
CONTRACT- 300-80-0952
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; Delivery Systems; Error Patterns; *Federal Aid; Financial Aid Applicants; Grants; Higher Education; Management Systems; *Program Administration; *Program Evaluation; *Quality Control; *Student Financial Aid
IDENTIFIERS- *Office of Student Financial Assistance; *Pell Grant Program

The purpose and direction of the Office of Student Financial Aid (OSFA) quality improvement program are described. The background and context for the Pell Grant quality control (QC) design study and the meaning of QC are reviewed. The general approach to quality improvement consists of the following elements: a strategic approach that enables OSFA to target technical assistance on high error-prone areas, while proceeding with an overall design strategy; an emphasis on both manual and automated QC measurement, enhancing existing databases and procedures; and an emphasis during the first year of the quality improvement program on the development of the measurement component of the program. The design for the OSFA quality improvement program is discussed, with attention to opportunities for quality improvement in the current delivery system. Also considered is the overall strategy for the improvement program that concentrates on institutional QC, external QC, internal OSFA QC, and a QC management information system. The critical targets for internal quality improvement are identified and measures are proposed. Finally, an implementation plan for the improvement program emphasizes the role of the corrective action component, implementing corrective action using the critical activities, and priorities for ongoing quality improvement. (SW)

ED 254 182 HE 018 169

Martinez, Alyce C.; And Others
Male and Female College Graduates: Seven Months Later. Research Report No. 6-84.
Maryland Univ., College Park. Career Development Center.; Maryland Univ., College Park. Counseling Center.
PUB DATE- Jun 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bachelors Degrees; *Career Choice; *College Graduates; Comparative Analysis; Education Work Relationship; *Employment Level; *Females; Followup Studies; Graduate Study; Higher Education; Institutional Research; *Males; Salary Wage Differentials; *Sex Differences; Vocational Adjustment; Work Attitudes
IDENTIFIERS- *University of Maryland College Park

The employment and educational status of a sample of University of Maryland's bachelor's degree graduates was surveyed in 1983, as were their attitudes and career needs. Responses from 346 graduates indicated that males were more likely to be employed in their chosen field or in a satisfactory position than were women. Women were more likely to be employed, but still in the process of seeking a job within their field. Males were more likely to have entered occupations in engineering and mathematics (39 percent males, 8 percent females), while females were more likely to be in education (15 versus 3 percent), the social sciences (8 versus 2 percent), or clerical/professional sales (15 versus 3 percent). Although men and women were equally likely to hold jobs in management or business, men were more likely to have been hired by large corporations. The mean annual salary for males was $18,220, compared to $12,798 for females. For post-graduation adjustments, men were more likely to have difficulty in financial planning and translating theory to practice, while women were more concerned with adjusting to a new schedule and feeling like a beginner again. Women were more likely to wish they had taken a more practical, career-oriented major, and were more likely to desire career assistance than were men. (Author/SW)

The Use of the Computer in Louisiana Schools. Third Annual Report. Bulletin 1679, Revised.

Louisiana State Dept. of Education, Baton Rouge. Office of Research and Development.

PUB DATE- May 84
NOTE- 117p.; For related document, see ED 234 764.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computers; *Computer Science Education; Elementary Secondary Education; *Inservice Teacher Education; Questionnaires; School Surveys; State Surveys; *Technological Advancement; *Use Studies
IDENTIFIERS- Computer Uses in Education; *Louisiana

This annual publication briefly reports on the findings of the third annual survey sent to 1,523 public schools and 421 nonpublic schools in Louisiana. Findings based on responses from 844 schools (55%) indicate that 81% of the schools are using computers, as compared with 32% in 1982-1983; the number of computers almost tripled in one year; CAI and computer awareness instruction were the most common functions, with administrative functions considered most important in usefulness; and inservice teacher training was the most important teacher need. Conclusions and recommendations for the Louisiana Department of Education are included. In addition to a sample survey instrument, the appendices provide data tables that list: (1) responding schools by grade levels and subject areas, by school within parish within type; (2) models of computers reported by schools, listed by school within parish; and (3) models of computers reported by schools, listed by school within parish within make of computer. (LMM)

ED 254 268 JC 850 071

Planning and Future-Study: Board of Governors' 1984 Background Discussions.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Nov 84
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Planning; Community Colleges; *Educational Trends; Enrollment Trends; *Futures (of Society); Long Range Planning; Multicampus Districts; *Statewide Planning; Trend Analysis; Two Year Colleges
IDENTIFIERS- *California

The result of a "Futures" planning project undertaken by the Board of Governors of the California Community Colleges (BGCCC), this report presents discussions of important future trends and their implications for California's community colleges; the community college capability to meet changing educational needs; and possible policy implications and future options. Following introductory material on the Board's planning and future-study project, section I describes the role of planning in the Board's basic agenda for 1984. Sections II through IV contain texts from presentations at the March 1984 Board meeting. Harold Hodgkinson's analysis of important national demographic and socioeconomic trends is followed by an overview of the California situation by Bob Arnold and a discussion of the way local colleges examine such trends and their implications for planning by Bob DeHart. Section V reviews the April Board meeting, where Nancy Conrath and Tom Stevens from the Los Angeles Community College District discussed factors that are important to the planning of a large, urban multi-college district. Appendices include an overview of types of futurists and their methods, background papers on demographics, charts for discussion on strategic planning, and a background paper on planning and future-study prepared for the BGCCC. (Author/LAL)

ED 254 282 JC 850 090

Baldwin, Anne

Annual Student Profile Summary Data on Unduplicated Headcount Enrollment for the Academic Year 1983-84. Research Report No. 84-34.

Miami-Dade Community Coll., Fla. Office of Institutional Research.

PUB DATE- Dec 84
NOTE- 104p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Age; Black Students; Community Colleges; Degrees (Academic); *Enrollment Trends; Females; Full Time Equivalency; Full Time Students; Hispanic Americans; Majors (Students); Males; *Minority Groups; Multicampus Colleges; Part Time Students; *Student Characteristics; Two Year Colleges; *Two Year College Students; White Students

A series of tables are presented, providing a student profile based on unduplicated headcount enrollments for 1983-84 and illustrating enrollment trends. The first section looks at general enrollment trends, providing information for the college as a whole and by campus. These tables provide 5-year summaries of annual unduplicated credit and noncredit enrollments, full-time equivalents (FTE), and enrollment by gender, full-time/part-time status, discipline, and end of term student counts. The next series of tables considers ethnic enrollments by average credit load, student declaration of degree type, gender, and age. The last group of tables focuses on trends among new and continuing students, looking at full-time/part-time enrollments, FTE, average credit load, enrollment status, new freshmen enrollments, gender, cumulative credits earned, and residency. Accompanying analyses point to a 8% decline in the absolute numbers of students between 1979 and 1984; a trend toward increasing credit loads which peaked in 1981-82 and reversed itself in 1982-83; and a persisting male to female ratio of 4:5. (LAL)

ED 254 310 PS 014 711

Faivre, Milton I.
Children and Their Concepts of Death.

PUB DATE- 81
NOTE- 54p.
AVAILABLE FROM- P.P.I.-Publishing, P.O. Box 335, Dayton, OH 45459
($3.29, plus $1.00 postage/handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Age Differences; *Children; Cognitive Development; Comprehension; *Concept Formation; *Death; Early Childhood Education; Elementary Education; *Emotional Adjustment; Emotional Problems; *Grief; Parent Role; Teacher Role
IDENTIFIERS- *Bereavement

Included in this booklet is an account of children's concepts of death at various ages. Specifically, the discussion examines the "average" or "normal" reaction of children from birth through 2 years; 3 through 5 years; 5 through 8 years; 9 through 10 years; and at 11, 12, 13, 14, 15, and 16 years. Children's reactions to the death of a pet and guidelines for parents for explaining death to their children are described. Suggestions for classroom discussions about death are offered; these may apply in the family context as well. It is suggested that such discussions in the home may take on added meaning and may enrich communication between parents and children. Suggestions for handling the death of a parent, the death of a child, and the death of a sibling are also included. Finally, two issues concerning whether or not children should attend funerals and the function of grief are examined. (AS)

ED 254 324 PS 014 941

Calendar of Reading, Writing, and Mathematics Skills, Grades K-3, 1984-85. A Guide for Parents.

Michigan State Board of Education, Lansing. Michigan Educational Assessment Program.

PUB DATE- 84

NOTE- 44p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Basic Skills; *Elementary School Students; Grade 1; Grade 2; Home Programs; *Home Study; *Kindergarten Children; *Learning Activities; Mathematics Skills; *Parent Participation; Primary Education; Reading Skills; Study Skills; Writing Skills

IDENTIFIERS- Calendars; *Parent as a Teacher; Seasons

Following an introductory page providing guidelines for use, this calendar describes a daily learning activity for children and parents to engage in together for about 10 minutes. Parents are urged to follow the daily activities as a means of supporting their children and their children's teachers. It is suggested that a parent's work with his or her child should (1) give additional practice on skills taught at school; (2) show that education is important to the parents; and (3) provide assurance to the parent that the child is performing at least at the minimum expected level for the grade range. While a few of the activities suggested for each month are seasonal, most tasks are not. Activities involve a range of skills: mathematics facts, measuring, reading, writing, listening and following directions, and oral language. The final pages of the calendar give parents additional suggestions about television alternatives, math activities, reading aloud to children, children's books and magazines, making books of children's work, and studying science and social studies textbooks. (CB)

ED 254 365 RC 015 175

Lovett, Ollie M.
PATHWAYS: An Adult Pre-GED Reading Skills Workbook. Level II.
Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 84
NOTE- 78p.; For related documents, see RC 015 172-184.
GRANT- G008201011
AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721 N. Central Ave., #814, Phoenix, AZ 85004 ($4.75).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; American Indian Culture; *American Indian Education; *American Indian Literature; High School Equivalency Programs; *Reading Comprehension; Reading Instruction; *Reading Skills; *Relevance (Education); *Study Skills; Tribes; Units of Study; Vocabulary; Workbooks; Writing Instruction; Writing Skills
IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

Written to prepare the American Indian student entering a General Educational Development (GED) program, the Pre-GED Level II reading skills student workbook of the PATHWAYS Curriculum provides lessons that will teach skills needed to pass the reading and writing sections of the GED examination, along with writing skills for seeking employment. The workbook is divided into four units, each containing a culture-based lesson which provides instruction and practice in a skill. Each lesson may contain a myth, legend, religious beliefs and ceremonies, poetry, history and information on styles of architecture, clothing, dance, music, or art from one of the southwestern tribes, as well as writing exercises, and a unit test. The units of study and lessons presented are: word analysis (prefixes, suffixes, and root words); vocabulary (using context clues, synonyms, antonyms, and homonyms); comprehension (identifying the main idea, identifying cause and effect, drawing conclusions, distinguishing between fact and opinion, following directions); and study skills (map and graph reading, reading timetables, and schedules, summarizing and skimming, parts of newspaper and reading want ads, and test taking skills). A glossary of all the terms used concludes the workbook. (ERB)

ED 254 407 SE 045 420

Stuessy, Carol L.
A Causal Model for the Development of Scientific Reasoning in Adolescents.

PUB DATE- Apr 85
NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Adolescents; Age; Cognitive Processes; *Field Dependence Independence; Intelligence Quotient; *Locus of Control; *Logical Thinking; *Predictor Variables; Science Education; Secondary Education; *Secondary School Science; Sex; *Student Characteristics; Student Experience
IDENTIFIERS- Science Education Research

A model for the development of scientific reasoning in adolescents was formulated largely upon the basis of Piagetian theory. Included as potential determinants of scientific reasoning were: experience; age; locus of control; field dependence-independence (FID); rigidity/flexibility; intelligence quotient (IQ); and sex. Causal relationships between these variables were hypothesized a priori with strong theoretical, heuristic, and empirical support. Data (obtained from 106 middle school students and 92 high school students) were used to test the hypothesized model by path analysis. Multiple regressions were performed according to path analytic methods to acquire standardized beta weights for each of the hypothesized paths. These beta values were used as path coefficients for each of the posited relationships. Significant coefficients were obtained for these variables and scientific reasoning: age; IQ; FID; and experience. Age and IQ were stronger determinants of scientific reasoning that were FID and experience. An indirect effect of locus of control on scientific reasoning through the FID variable was also supported. None of the paths involving sex or rigidity/flexibility was significant. The revised model (which excluded sex and rigidity/flexibility) included significant paths which explained 61 percent of the variance in scientific reasoning. Implications for science instruction are addressed. (JN)

ED 254 435 SO 016 190

Barr, Saul Z.; Young, Gary F.
A Survey of Graduate Economics Programs in the United States.
PUB DATE- 84
NOTE- 24p.; Paper presented at the Eastern Economics Association Conference (New York City, NY, March 16, 1984) and the Southern Economics Association Conference (53rd, Washington, DC, November 21, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Degree Requirements; Doctoral Programs; *Economics Education; Educational Research; Faculty; Grading; *Graduate Study; Higher Education; Masters Programs; National Surveys; Program Descriptions; Program Length; Student Characteristics; Teacher Background; Teacher Characteristics; Teaching Assistants

The specific nature of graduate level economics programs in the United States was identified by this study. A survey was mailed to 240 schools listed as having a graduate economics program. A total of 102 schools (42 percent) responded, with 92 schools indicating that they currently have a graduate economics program. Survey questions were asked regarding the length of courses, grading scale used, department structure and location, program description, course work requirements for an advanced degree, teaching assistants, special economics courses and features of the curriculum, student information, and faculty information. The results were tallied and are presented in this report for each survey question; results are also summarized for each topic. A copy of the questionnaire and the names and addresses of schools that participated in the study are included. (RM)

ED 254 154 HE 018 119

Assessment of Alternative Student Aid Delivery Systems: Analytic Agenda for the Current System.

Advanced Technology, Inc., Reston, VA.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- Mar 83
NOTE- 242p.; For related documents, see HE 018 112-135 and HE 018 137-140.
CONTRACT- 300-80-0952
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; Eligibility; *Evaluation Methods; *Federal Aid; Financial Aid Applicants; Financial Support; Grants; Higher Education; Information Sources; Need Analysis (Student Financial Aid); *Program Evaluation; Resource Allocation; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Guaranteed Student Loan Program; *Pell Grant Program

A guide for analyzing the effects of the current student aid delivery system and for estimating the effects of system alternatives is presented. Attention is directed to measures, data sources, and analysis methods needed to evaluate the effects of each delivery system activity on the various participants (e.g., lenders, financial aid applicants, government, colleges). Because of a lack of data on the effects of the system at the activity level, baseline effects at an aggregate level were estimated and case study data were analyzed. For the Pell Grant program, Guaranteed Student Loan program, and campus-based aid, a chart lists activities that are part of the following delivery subsystems: pre-application, application, student eligibility determination, student benefit calculation, fund disbursement, and account reconciliation. Extensive tables for each of the three aid programs outline for each activity effects (e.g., administrative costs), measures, data sources, and analysis measures. Information on the methodology for evaluating the effects of the delivery system is included. Appended materials include a description of the data sources and a glossary. (SW)

ED 254 392 SE 045 164

Wells, Kathy, Ed.
New and Improved Energy for Arkansas.
Arkansas State Energy Office, Little Rock.
PUB DATE- May 84
NOTE- 284p.; For related document, see SE 045 163.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - General (130)
DESCRIPTORS- Climate Control; *Energy Conservation; *Energy Education; Greenhouses; *Heating; Housing; Publications; Resource Materials; *Solar Energy; Ventilation; Wind Energy
IDENTIFIERS- Appropriate Technology; *Arkansas; *Biomass

The principal publications the Arkansas Energy Office offers to the public on energy conservation, solar energy, and renewable energy resources are presented in this one volume for convenient reference. These publications are organized under the following headings: (1) retrofits for conservation; (2) solar energy; (3) active solar energy; (4) passive solar energy; (5) wind; and (6) biomass. Annotated bibliographies of energy publications and films available through the Arkansas Energy Office are included in appendices. (JN)

Rajan, T. N.
Curriculum Development in the Changing Context of Information: INSDOC Experience.
PUB DATE- 83
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Developing Nations; Higher Education; Information Needs; *Information Science; *Information Scientists; *Information Services; Information Systems; *Library Education; Library Schools; Management Development; Position Papers
IDENTIFIERS- *India

Based on the INSDOC experience, this document examines the types of information institutions emerging in India and the varied types of manpower required to organize and manage information services in this changing context. Following a discussion of the current situation and an enumeration of the different categories of information professionals now active, a rough parameter for delimiting information science with a specific focus on service is presented. Information science is examined as an intersection of four distinct areas: subject knowledge, information handling, information technology, and management. The curriculum of the INSDOC training course leading to an Associateship in Information Science is then examined on the basis of the philosophy and approach just outlined. The course contents and syllabus of the course are given in some detail. (Author/THC)

ED 254 338 PS 014 959

Espinoza, Renato; And Others
Working Parents Project (WPP), Division of Family, School and Community Studies (DFSCS) Annual Report and Executive Summary.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.
PUB DATE- 84
NOTE- 165p.
CONTRACT- 400-83-0007-P-3
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Background; Business Responsibility; Comparative Analysis; Cooperation; Elementary Education; *Employed Parents; *Family Life; One Parent Family; Parent Participation; *Parent School Relationship; Program Descriptions; Program Implementation; *School Business Relationship; *Work Environment
IDENTIFIERS- Program Objectives; *Working Parents Project

The basic goal of the Working Parents Project (WPP) has been to contribute to the understanding of issues arising from the relationship between work and family life. The WPP perspective pays particular attention to the ways workplace culture affects the ability of family members to participate in their children's education at home and in school. The introduction of this annual report for the period December 1983 through November 1984 provides an overview of the project and definitions of terms. Previous work and the need for continuing work are subsequently described and discussed. In addition, project goals and objectives for fiscal year 1984 are delineated, and major activities and accomplishments are described. Finally, the report briefly offers conclusions and a list of submissions made to the contracting agency. Most of the material in this report is presented in five appendixes. The appendices comprise the following: (1) "Comparison of Work and Family Life among Dual-Earner and Single Parent Families"; (2) "Involving Dual-Earner and Single Working Parent Families in the Education of Their Children: Some Recommendations for Action"; (3) "Dual-Earner, Single Working Parent Families and Education:

Recommendations for School-Business collaboration"; (4) an extensive bibliography of related materials; and (5) a directory of individual and organizational resources. An executive summary concludes the document. (RH)

ED 254 352 PS 015 015

Reading Skills and Activities for the Italian American Parent Training Institutes of New York City and Boston Public Schools.

National Italian American Foundation, Washington, DC.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- Nov 83
NOTE- 269p.; For related document, see PS 015 013.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Auditory Perception; Critical Reading; Elementary Education; *Home Study; *Italian Americans; Junior High Schools; *Parent Education; *Parent Materials; Parent Workshops; Phonics; Reading Comprehension; Reading Improvement; Reading Readiness; *Reading Skills; Study Skills; Visual Perception; Vocabulary Development; Word Recognition
IDENTIFIERS- *Massachusetts (Boston); *New York (New York)

The reading activities collected in this handbook were used in parent workshops organized to increase the involvement of parents of Italian descent in teaching their children reading skills. The goal of the lessons was to increase parents' activities directed toward reading skills and to familiarize parents with what their children were learning in school. The 235 activities in the handbook are designed to implement 102 specific educational skills. Skills in the following areas are included: auditory and visual perception, vocabulary development, oral expression, phonic analysis, structural word attack, and word and text comprehension. Also covered are higher order skills, such as finding and classifying information using various texts, outlining, taking notes, and interpreting text. Information is given on the levels appropriate for each skill, which range from preschool to eighth grade. Each activity is described in terms of the skill to be taught, the title and objective of the activity, the materials and preparation needed to implement the activity, and directions to parents. For some activities, sample materials are also included. (CB)

Duran, Rebecca
Migrant Children with Exceptional Needs (MCEN) Project. Analysis of 1981-82 Migrant Handicapped Childcount.
Washington Office of the State Superintendent of Public Instruction, Olympia. Migrant Education Program.
PUB DATE- May 83
NOTE- 74p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Disabilities; Elementary Secondary Education; *Enrollment; Ethnic Status; Exceptional Persons; Glossaries; *Migrant Children; Records (Forms); *Special Education; Student Needs
IDENTIFIERS- *Washington

The Migrant Children with Exceptional Needs (MCEN) Project obtained a count of migrant handicapped children served in special education programs within school districts with migrant education programs in the 1981-82 period to determine if migrant students in Washington State were under- or overrepresented in special education. Forty-six school districts submitted monthly childcounts of migrant handicapped students identified and served by special education during the 1981-82 school year (September through May). School districts examined migrant and special education records to obtain the childcount. Specifically, special education class lists were compared with certificates of eligibility (COE) maintained by migrant programs. The COE verified that a student was migrant according to federal government eligibility rules. The migrant and ethnic status and specific handicapping condition of all migrant students identified as handicapped and receiving special education were reported. Data indicated that migrant handicapped students did receive special education at rates similar to other students. Migrant handicapped students were underrepresented in the categories of behaviorally disabled and communication disordered and significantly overrepresented in the mild mentally retarded and health impaired categories. Except during September, the percentage of migrant handicapped students was lower than the districts' percentage of handicapped served. (NQA)

ED 254 054 EC 172 015

Hall, Amanda; And Others
Identifying Developmental Patterns of Normal and High Risk Visually Impaired Infants: Development of an Assessment Protocol.
California Univ., Berkeley. Center for the Study of Visual Impairment.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- Jun 84
NOTE- 204p.
GRANT- 01-03651-X850-00-83
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- Affective Behavior; Cognitive Development; *Developmental Stages; *Evaluation Methods; Eye Hand Coordination; Infants; Interpersonal Competence; Language Acquisition; Motor Development; Play; *Visual Impairments

The report reviews assessment guidelines developed for visually impaired infants (birth-24 months). Project staff examined research on the assessment of infants with vision loss and identified material relevant to their needs. Following a review of existing assessment tools, guidelines were prepared in the following areas: social competence, communicative competence, play, and cognitive development. In addition, charts depict expected age and clarification notes for the development of functional vision, social/emotional skills, language development, cognitive development (including object performance, schemes for relating to objects, fine motor development, and gross motor development). A list of considerations is also included for the assessment of the home environment. Detailed recommendations for assessment and research are located in the appendix to the report. (CL)

ED 254 069 FL 014 814

Spanish for Spanish Speakers (Spanish-S) Course of Study, Junior & Senior High Schools.

Dade County Public Schools, Miami, FL. Div. of Elementary and Secondary Instruction.

PUB DATE- Aug 84
NOTE- 121p.; For related document, see FL 014 813.
LANGUAGE- Spanish; English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Advanced Placement; Business Education; Classroom Techniques; Course Content; Course Descriptions; Curriculum Guides; *Educational Objectives; Educational Strategies; Evaluation Methods; Honors Curriculum; Instructional Materials; Language Skills; *Literature Appreciation; *Native Language Instruction; Program Descriptions; School Districts; Secondary Education; *Spanish; *Spanish Speaking; Student Evaluation; Vocabulary

The curriculum guide for the Dade County public schools outlines the content and design of a sequential language arts program to serve as a basis for planning appropriate instruction within each school and for articulation within feeder patterns. The expectancies presented represent the core for each level in the student's language development. For the first three levels, two alternatives are available for selection by the school, wih the same expectancies for each. One is designed to meet regular literacy standards, and the other is geared to meet those standards and to prepare students for more literary-based studies. Beginning with the fourth level, three separate programs are offered: regular, honors/advanced placement, and business education. In the guide, each course level is presented individually and is comprised of three sections: (1) the course description and expectancies; (2) sample activities correlated to the expectancies; and (3) recommended instructional materials, both state-adopted and supplementary. An additional section contains suggested teaching strategies and supplementary instructional aids.

ED 254 211 IR 011 526

Garnette, Cheryl Petty
Electronic Networks. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Dec 83
NOTE- 3p.
CONTRACT- 400-77-0015
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Computers; Costs; *Information Networks; Information Services; *Input Output Devices; Interaction; *Online Systems; *Telecommunications
IDENTIFIERS- Electronic Bulletin Boards; *Electronic Mail; ERIC Digests

Electronic network systems, their components--terminal, microcomputer, or communications word processor; telephone, and modem (modulator-demodulator)--and their applications are explained for educators in this digest. Emphasis is on the characteristics and capabilities of: (1) electronic mail, which allows the transmission and reception of messages in a fast and efficient manner; (2) electronic bulletin boards, an array of information that can be accessed via the computer; and (3) computer conferencing, which allows meetings via the computer. Features discussed include interactivity, menus, ease of use, and convenience. The cost of joining an electronic network is briefly addressed and the advantages of using such a network are discussed and illustrated with examples of specific networks oriented toward education. Sixteen references are listed. (LMM)

ED 254 226 IR 051 027

Information Resources on Online at the Reference Desk. A Selected ERIC Bibliography.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Sep 84

NOTE- 3p.

CONTRACT- 400-82-0001

AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)

DESCRIPTORS- Academic Libraries; *Administrative Policy; Annotated Bibliographies; Higher Education; *Information Retrieval; *Library Planning; Microcomputers; *Online Systems; *Public Libraries; *Reference Services; Training Methods

IDENTIFIERS- *End Users; OCLC

Seventeen articles and reports published between 1982 and 1984 and cited in "Current Index to Journals in Education" and "Resources in Education" are listed in this bibliography on online services at the reference desk. Topics include interpersonal relations as a necessary part of the information transfer process; role of the searcher versus that of the end user; advantages, disadvantages, and legal implications of online reference searching with a microcomputer; the implementation of free online search services in a public library, including policy decisions and planning, operating procedures, publicity, and usage evaluations; effectiveness of various online systems--DIALOG, OCLC, Research Libraries Information Network--as reference tools; current trends in academic libraries; acceptance by librarians of online ready reference searching; administrative considerations; planning stages, service regulations, fees charged, and publicity methods used in the provision of end-user search services using BRS/After Dark; problems created by the increasing numbers of databases--standardization, vendor contracts, training, restricted access, duplicate citations; public library business collections and reference technologies; issues having a possible impact on online search services including full text databases, front-end processors, downloading to create personal files from commercial databases, and pricing; free versus fee-based online search services; and the compilation of a quick reference chart of the main searching and printing commands and support features for a variety of search systems. In addition to bibliographical information and annotations, ERIC accession numbers are provided. (THC)

ED 254 254 IR 051 057

Brandon, Joan M., Ed.; And Others
Networking: A Trainer's Manual.
Massachusetts Univ., Amherst. School of Education.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 82
NOTE- 175p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reference Materials - General (130)
DESCRIPTORS- *Community Education; Cooperation; *Information Dissemination; *Information Networks; Learning Activities; Network Analysis; Networks; Planning; Trainers; *Training Methods; *Training Objectives; Worksheets
IDENTIFIERS- *University of Massachusetts Amherst

Intended as a resource for people interested in intiating or promoting networking and collaboration, this manual evolved from a federally funded training project of the Community Education Resource Center (CERC) at the University of Massachusetts. While the theories and activities described are designed to aid in the building of networks in the field of community education, the process is applicable to any situation in which people with common concerns wish to support one another and share information more effectively. A resource book of training activities, this volume presents a 6-step process: (1) preparation; (2) social interaction; (3) goal setting; (4) group formation; (5) action planning; and (6) evaluation. Each topic is described by an introduction and includes lecturettes as well as activities accompanied by detailed facilitator's guides. The volume also contains a series of theoretical perspectives written by leaders in the field, five case studies of networks-in-action, and an extensive bibliography. (THC)

ED 254 297 JC 850 115

Johnson, Berman E.
Success Rate Comparisons for DeKalb Tech Developmental Studies Students.
DeKalb Community Coll., Clarkston, GA. DeKalb Area Vocational-Technical School.
PUB DATE- 12 Mar 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Community Colleges; *Developmental Studies Programs; *High Risk Students; *Program Effectiveness; Remedial Instruction; Two Year Colleges; Two Year College Students

A study was conducted to determine whether DeKalb Technical School's developmental studies students were as successful as other students who took more conventional routes of matriculation. The study was limited to 449 students who posted grades in developmental studies and/or in specified common content courses in Reading, English and Mathematics from February 1983 to February 1985. Study findings included the following: (1) the success rates of developmental studies students compared favorably to those of regular students in English courses; but (2) in mathematics courses, students who met testing requirements and entered their programs had higher success rates than developmental studies students. Recommendations concerning the college's Special Services Department and research needs are included. (LAL)

ED 254 393 SE 045 382

Wilson, Sandra Meacham; And Others

A Study of Math Achievement in Elementary Schools in the State of Washington.

Gonzaga Univ., Spokane, Wash.

SPONS. AGENCY- School Information and Research Service, Olympia, Wash.

PUB DATE- Dec 84

NOTE- 101p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Data Analysis; Educational Research; Elementary Education; *Elementary School Mathematics; *Mathematics Achievement; Mathematics Curriculum; *Mathematics Instruction; Surveys

IDENTIFIERS- *Mathematics Education Research; *Washington

The purpose of this study was to: (1) describe how mathematics is being taught in elementary schools in the state of Washington; (2) identify variables that relate significantly to how mathematics is being taught; and (3) identify variables that relate significantly to mathematics achievement. A sample of approximately 206 elementary schools was selected; complete data were obtained from 135. Two survey instruments, one for teachers and one for principals, were developed to answer 10 research questions. Answers to the questions are discussed, and 11 conclusions presented, concerning: (1) student learning objective development; (2) instructional materials; (3) mathematics instruction; (4) teachers' perception of their students' abilities and achievement; (5) teachers' perception of mathematics; (6) teacher training; (7) relationship between grouping techniques and instruction; (8) relationship between teachers' perception of their students' abilities and instruction; (9) relationship between teachers' perception of achievement and socioeconomic status; (10) relationship between district size, instruction, and achievement; and (11) relationship between achievement and instruction. Implications for future research are also considered. Appendices contain the survey instruments, the plan for data analysis, and results for each question. (MNS)

Science Framework Addendum for California Public Schools, Kindergarten and Grades One through Twelve.

California State Board of Education, Sacramento.; Colorado State Dept. of Education, Denver. Interstate Energy Conservation Leadership.

SPONS. AGENCY- California State Dept. of Education. Sacramento.
PUB DATE- 84
NOTE- 120p.; Prepared by the Science Curriculum Framework and Criteria Committee. Photographs may not reproduce well. For the original Science Framework document, see ED 164 358.
AVAILABLE FROM- Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($3.00 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Biological Sciences; Curriculum Development; *Earth Science; *Educational Objectives; *Elementary School Science; Elementary Secondary Education; Evaluation Criteria; Instructional Material Evaluation; *Physical Sciences; Science Curriculum; Science Education; Science Instruction; *Secondary School Science; State Curriculum Guides
IDENTIFIERS- *California

This document augments and extends the 1978 "Science Framework for California Public Schools, Kindergarten and Grades One Through Twelve." It is designed to be used with the Framework in: (1) developing articulated kindergarten through twelfth grade science programs based on information in the Framework; (2) stimulating science teaching and learning at all levels, but especially in the elementary schools; (3) developing state and local assessment instruments in science; (4) integrating science with other curriculum areas; and (5) developing and selecting better textbooks and other instructional materials to support the teaching of science. It includes: a model of expectations for learners' achievement in science (addressing the knowledge, concepts, technological applications, ethical concerns, and processes students should learn in grades K-3, 3-6, 6-9, and 9-12); uses of the model (by grade level spans) for specific subject areas within the biological, physical, and earth sciences; discussions of ethical issues and electronic technology in the science classroom; suggestions for staff development programs to enhance science instruction; criteria for evaluating instructional materials; statement of the California State Board of Education's antidogmatism policy; and Education Code sections of special relevance to science educators. (JN)

ED 254 084 FL 014 881

Laska, Patricia
Senior High Health Supplement for Vietnamese Students. English/Vietnamese.
Rochester Public Schools, Minn.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE- 17 Aug 84
NOTE- 147p.; Translated by Long Ho and Lien Nguyen. Some pages have faint print.

LANGUAGE- English; Vietnamese
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Alcohol Education; Cultural Context; Drug Education; *Health Education; Health Materials; High Schools; Holistic Approach; *Hygiene; Immigrants; Instructional Materials; Interpersonal Communication; Interpersonal Competence; Limited English Speaking; *Mental Health; *Physical Health; *Sex Education

A volume of materials for limited English-speaking native Vietnamese-speaking students designed to supplement a high school health education course contains a series of topical chapters in English, each followed by a translation in Vietnamese. The topics covered include a holistic approach to health and wellness, interpersonal relations, emotions, stress, suicide, the American concept of death and funerals, the family unit, family violence, rape and acquaintance rape, chemical substances and their pharmacological effects, alcohol and its effects, human sexuality, the reproductive system, menstruation, conception and fetal development, the birth process, birth defects, premarital pregnancy, sexual variations, and sexually transmitted diseases. A brief bibliography is included. (MSE)

Passage: A Journal of Refugee Education.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE- 85
NOTE- 71p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - General (020)
DESCRIPTORS- *Acculturation; Classroom Techniques; Community Services; Cultural Education; Educational Strategies; Employment Potential; *English (Second Language); Language Teachers; Mental Health; Orientation; Perception; Program Descriptions; Pronunciation; *Refugees; *Second Language Instruction; *Second Language Programs; Self Concept; Simulation

This inaugural issue of the journal concerning education programs for refugees in the United States contains 20 articles dealing with teaching English as a second language (ESL) and cultural orientation. They include "The IESL/CO/PET Program" (Anne Morgan); "Studying Refugees' Languages: A New Approach in Staff Development" (John Duffy and Chad MacArthur); "As If a Bird" (Pham Loc); "The Medical Simulation: A Confidence-Building Tool for Refugee Students" (Kathryn Munnell); "Conceptualizing Pre-Employment Training" (Ann Dykstra); "A Hmong Soap Opera: The Invented Family as a Tool in Teaching Cultural Orientation" (Sally Quinn); "To Call Yourself a Refugee" (Laurie Kuntz); "Picture Perception and Interpretation among Preliterate Adults" (Christina Hvitfeldt); "The Intensive ESL/CO Program for Ethiopian Refugees" (Paula Kristofik and Steve Cook); "Scenes from Bataan" (Paul Tanedo); "Culture Quizzes: Training beyond the Curriculum" (Christina Herbert); "Teacher, It's Nice to Meet You, Too" (Ruby Ibanez); "The MELT Project: A Link to the Overseas Refugee Program" (Myrna Ann Adkins); "Cultural Orientation for Eastern European Refugees" (Katie Solon); "ICM's ESL Program for Eastern European Refugees" (Roger West); "Community Mental Health and Family Services" (Steven Muncy); "Silk Screening: Task-Based Learning in a Basic Job Skills Lesson" (Evelyn Mariman and Kelly Stephens); "Refugees' Pronunciation of English--Can the Classroom Teacher Help?" (Douglas Gilzow); "How Not to Blow a Flute into a Buffalo's Ear" (Thelma Laguilles); and "A Quiet Revolution in Language Teaching at Bataan" (Robert Wachman). (MSE)

ED 254 127 HE 017 983

Kerr, Clark

Impressions 1984: Higher Education Once Again in Transition. The Sixth Earl V. Pullias Lecture in Higher and Postsecondary Education.

University of Southern California, Los Angeles. Dept. of Higher and Postsecondary Education.

PUB DATE- 84
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Environment; College Role; Declining Enrollment; Economic Factors; Education Work Relationship; *Higher Education; Institutional Advancement; *Leadership Responsibility; Retrenchment; School Surveys; *Student Educational Objectives; Trend Analysis; Vocational Interests

Perspectives on higher education and its leadership are offered by the president emeritus of the University of California. Six impressions concerning higher education are considered, based on about 800 interviews conducted by a presidential leadership commission sponsored by the Association of Governing Boards. In addition to the perception that leadership in colleges has deteriorated, large variations in the leadership and quality of different types of institutions, as well as the tone of campuses, are apparent. A great burden of uncertainty is apparent at U.S. campuses, with concern directed to enrollment and financial support. On the college campus, there appears among students a new emphasis upon individual economic advancement through concentration on vocational subjects. This shift toward vocational programs leading to a job greatly influences the faculties and the administration and resources of campuses. In addition, even in relatively small institutions, there is much less of a sense of community then in the past. The final impression is the sense of a lack of mission in American higher education. Rather than having a mission, most colleges and universities seemed to be focused on institutional survival. (SW)

ED 254 141 HE 018 106

Douglas, Peggy; And Others

Developing Precollege Programs for High Ability Secondary Students at the University Level.

PUB DATE- Nov 83

NOTE- 12p.; Revision of a paper presented at the Annual Meeting of the Rocky Mountain Educational Research Association (Tucson, AZ, November 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Advising; *Academically Gifted; College Attendance; College Bound Students; College Environment; College Preparation; *College School Cooperation; Higher Education; *High School Students; *School Orientation; Student Experience; *Summer Programs; *Transitional Programs

IDENTIFIERS- *University of Arizona Tucson

The University of Arizona's Precollege Program for academically talented secondary school students, which enrolls qualified students in selected university summer courses, is described. The majority of the students are between their junior and senior year in high school and have a grade point average of at least 3.25 on a 4.0 scale. In addition to influencing students' college choices, the program allows students to explore career options, to interact socially, and to become acquainted with the resources of the university. Support services are offered to students via a system of general academic program advising, plus specific field guidance by academic professionals. On campus living with a selected group of undergraduate counselors helps students understand aspects of the university community and its cultural and social activities. Students learn to use the university network to their advantage, and they learn the value of peer support. Precollege program participants are good information sources for administrators interested in postsecondary options. It is suggested that future research address such topics as differentiation between gifted and nongifted students and cross-cultural and cross-ethnic student comparisons. (Author/SW)

ED 254 169 HE 018 134

Audit Guide: Student Financial Assistance Programs.

Office of Inspector General (ED), Washington, DC.

PUB DATE- Mar 84
NOTE- 63p.; For related documents, see HE 018 112-135 and HE 018 137-140.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Accountability; *Accounting; *Compliance (Legal); Eligibility; *Federal Aid; Federal Regulation; Financial Aid Applicants; Grants; Higher Education; *Management Information Systems; Money Management; Quality Control; Reports; *Student Financial Aid; Student Loan Programs; Stud[illegible]sponsibility; Work Study Programs
IDENTIFIERS- *Audits; College Work Study Program; Guaranteed Student Loan Program; National Direct Student Loan Program; *Office of Student Financial Assistance; Pell Grant Program; Supplemental Educational Opportunity Grants

An audit guide to assist independent public accountants in performing audits of federal student financial assistance (SFA) programs is presented. The audit assists the Department of Education in determining whether a recipient has (1) provided financial data, including basic financial statements and other financial reports; (2) maintained a system of internal control over the receipt and expenditures of funds; and (3) complied with the terms and conditions of federal awards. Compliance requirements are reviewed, including: cash management, financial reporting, institutional eligibility and participation, coordination of student aid programs, student file maintenance, fiscal procedures and recordkeeping, student eligibility, institutional disbursements to award recipients, and refund calculation and overpayment determination procedures. Specific compliance requirements for the following programs are also covered: Pell Grant, campus-based programs (general), National Direct Student Loan, College Work Study, Supplemental Educational Opportunity Grant, and Guaranteed Student Loan. Reporting requirements are also examined, with selected sample reports. Appended are a bibliography, addresses and phone numbers of the regional inspectors general for audit, and OSFA regional and headquarters program contacts. (SW)

ED 254 183 HE 018 170

Atteberry, Ruth D.

Mentors for Female University Administrators: Spouses Identified.

PUB DATE- Apr 85
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; Administrators; Business; *College Administration; Family Influence; *Females; Higher Education; *Interpersonal Relationship; *Mentors; *Professional Development; Significant Others; *Spouses
IDENTIFIERS- *Women Administrators

Characteristics of the relationship between female, upper-level, university administrators and their husbands were surveyed to determine if the husbands served as mentors. It is hypothesized that spousal mentoring occurs for this group and that their relationship is similar to phases of nonspousal mentoring among successful, female corporate managers. In addition to a review of the literature on mentors, results of a survey-based study of female university administrators are compared to a study on female corporate executives conducted by Missirian. Of 111 university survey respondents, 19 indicated that their husbands were the primary influencers in their career development. Interviews were conducted with 10 of the 19 respondents. The comparative data indicated that characteristics of the female corporate manager and the university administrator were different, including characteristics of marital status, average age, educational attainment, and salaries. While none of Missirian's respondents indicated that they had spousal mentors, about 85 percent of both study populations identified strong influencers. Based on the interviews, it is concluded that mentoring occurs between spouses and that the process is similar to that between nonspousal mentors and proteges in professional settings. (SW)

ED 254 197 IR 011 509

Meyers, Judith K.
Computer Awareness Activities and Computer Curriculum K-5.
Lakewood City School District, Ohio.
PUB DATE- Jan 84
NOTE- 228p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; *Computers; Curriculum Guides; Elementary Education; Instructional Materials; *Learning Activities; Learning Resources Centers; Media Specialists

The first of two documents combined here provides a list of 105 computer awareness activities designed for use by classroom teachers in conjunction with the regular curricula. Activities appropriate for all grades are presented; wherever possible, the activities are described in their simplest forms, with the intention that they can be made more complex and sophisticated for the older student. The second document, a detailed computer curriculum, provides plans for 12 lessons on computer awareness for elementary school children. The first two lessons are aimed at primary students and cover how to operate the computer in learning resources centers. Five lessons for the fourth grade and five for the fifth grade provide more detail on the parts of the computer, the functions of a computer, simple computer programs, and computer careers. The lessons are designed to be taught by media specialists, and most activities can be conducted in learning resource centers. Specific instructional materials accompanying the curriculum guide include worksheets, quizzes and answer keys, transparencies, and flashcards on vocabulary and hardware and software. (LMM)

ED 254 240 IR 051 042

Presberry, Rosa L., Comp.; And Others
Facts about Maryland's School Library Media Programs, 1982-83.
Maryland State Dept. of Education, Baltimore. Div. of Library Development and Services.
PUB DATE- 83
NOTE- 362p.; For an earlier factbook (1979-80), see ED 221 172.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *County School Districts; Elementary Schools; Elementary Secondary Education; *Learning Resources Centers; *Library Collections; Library Expenditures; Library Networks; Library Personnel; Library Standards; *Library Statistics; Public Schools; *School Libraries; Secondary Schools; *State Standards; Tables (Data)
IDENTIFIERS- *Maryland

Designed to assist local officials in examining their library media collections and staff according to the recommendations in the Criteria for Modern School Library Media Programs, this factbook lists statistical data on school library media programs in the state of Maryland. The entries are arranged alphabetically by local educational agency name (i.e., city or county school district name) and each entry contains three tables: (1) data on school library media collections; (2) data on the number and percentage of items by school for meeting state criteria for school library media collections; and (3) data on the number of schools meeting state criteria for the staffing of school library media centers. State totals are presented for System Level Professional Library Media Centers in four areas: system level grand total collections, system level print collections, system level nonprint collections, and system level library media center professional and support personnel. The costs of textbooks and library resources are noted. For nonpublic schools, data on each school's library media center collection is listed, and they are arranged by local educational agency. (THC)

ED 254 269 JC 850 072

Murdoch, Allene

Priorities within the Mission: A Background Paper.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Mar 85
NOTE- 22p.; Discussed as Agenda Item 3 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, March 7-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *College Role; *Community Colleges; Educational Philosophy; *Governing Boards; Legislators; School Districts; *Statewide Planning; Two Year Colleges
IDENTIFIERS- *California

Designed to provide information for the Board of Governors of the California Community Colleges' review of the state's Master Plan for Higher Education, this two-part report presents background on recent research on the community college mission and describes processes currently available to the Board to establish priorities within the mission. Part I of the report begins with a review of historical developments affecting the mission of the community colleges since the 1960 Master Plan for Higher Education. Next, the recommendations of recent publications dealing with the future of the community colleges are summarized; two views of the community college (as a flexible, market-oriented provider of a wide range of educational services or as an institution providing more traditional college functions) are contrasted. The final sections of part I describe statewide developments in California related to mission, including ad hoc activities, and planned and more purposeful attempts to clarify the community college mission. Part II focuses on state-level decision making as it affects mission priorities, providing an examination of the current structures, decision-making entities, and the tools available to set mission priorities. This section looks at the various methods available to the Legislature, the Board of Governors, and local districts for esablishing priorities, and current and projected efforts to evaluate mission priorities. (AYC)

ED 254 283 JC 850 091

Weeks, Ann A.

Fall 1984 Community Services Study.

Dutchess Community Coll., Poughkeepsie, N.Y.
PUB DATE- Jan 85
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Students; Community Colleges; *Community Services; Educational Attainment; Employment; Ethnicity; Questionnaires; School Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students

In fall 1984, students who enrolled in credit-free courses at Dutchess Community College (DCC) were asked to provide demographic information as part of their registration process. Approximately 2,000 students, from almost all of the credit-free courses offered both on-campus and at off-campus sites, completed the student data form. Findings included the following: (1) females comprised almost two-thirds of DCC's credit-free students in proportions increasing with increasing age; (2) more than two-thirds of the responding students were less than 39 years of age, and one-third were 23 or younger; (3) 41% reported their highest education as high school graduation or less, and another 25% had four-year college or graduate degrees; (4) 75% were employed, with 42% working full-time and 33% working part-time; (5) compared to their proportions in the credit student population, Blacks and Hispanics were underrepresented in the credit-free student population; and (6) 45% of the credit-free students intended to enroll again in the spring, with the intention to continue decreasing with increasing age. The student data form is included in the report. (LAL)

ED 254 311 PS 014 712

Garrett, Larry N.; Garrett, C. Joanne
Federal Funds for Public Child Care: Boon or Bust?
PUB DATE- 79
NOTE- 53p.; Document is out of print.
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Administration; Certification; Child Caregivers; Community Involvement; Cost Effectiveness; *Day Care; *Day Care Centers; Early Childhood Education; Educational Facilities; *Federal Government; *Government Role; Nutrition; Parent Participation; Program Costs; Student Transportation; Teacher Education

This pamphlet discusses issues related to the question of whether and how the federal government should finance prekindergarten public child care. Specifically, several policy statements are explored: (1) Financial apparatus should include input from federal, state, and local levels; (2) There should be local autonomy in management/implementation processes; (3) There should be maximum parental and community involvement in programs; (4) Existing schools and other facilities should be used, and staffing should include other personnel as well as unemployed teachers; and (5) Programs should maximize effectiveness while being child-centered. Other issues discussed are the costs of day care, evaluation of child care programs, student transportation, nutritional standards, licensing requirements, and the possible effects of encouraging women to work. Several current federal programs concerned with child care and child welfare are described, and many recommendations are made for administering a federal system of day care. These recommendations include creating a central agency to administer child welfare programs, providing funding through vouchers paid directly to parents, and organizing a loosely centralized network by dividing the United States into service areas within which would be created prime local sponsors to administer federal day care in a certain area. (CB)

ED 254 325 PS 014 943

Brooks, Margaret G.

Performance of Atlanta Public Schools Pupils on the Georgia Criterion-Referenced Tests, 1983-84.

Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.

PUB DATE- Jul 84
NOTE- 80p.; Part of the document is printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Basic Skills; Comparative Analysis; *Criterion Referenced Tests; *Educational Assessment; Educational Policy; Elementary Education; Grade 1; Grade 4; Grade 8; Junior High Schools; Mathematics Achievement; *Outcomes of Education; Reading Achievement
IDENTIFIERS- *Georgia; *Georgia (Atlanta)

In this report, test results on the Georgia Criterion-Referenced Tests (GCRT) are presented for first-, fourth-, and eighth-grade Atlanta pupils. A brief report of results on the Georgia Basic Skill Tests (GBST) for tenth graders is also included. Specifically, the GCRT is designed to assess students' performance on reading (including concepts in reading, literal comprehension, and inferential comprehension) and mathematics (including concept identification, component operation, and problem solving). The 1984 mean scale scores of Atlanta first graders exceeded state performance levels on both the reading and mathematics tests of the first-grade GCRT. Although the reading and mathematics performance of fourth-grade pupils continued to rise from 1980 to 1984, statewide performance also rose. Thus, performance of Atlanta fourth graders fell below the state level. The performance of Atlanta eighth graders was also below the state level. Numerous tables list the performance of each grade on test objectives; indicate performance of individual schools; and give comparisons among state (Georgia), district (Metro Area), and Atlanta norms. Comments on the GBST report that 91 percent of pupils in regular tenth grades passed the reading test and 85 percent passed the mathematics test. (Skills measured by the GBST were similar, and in some cases identical, to those of the eighth-grade GCRT, though at a higher level of difficulty.) (AS)

Khoury, Ghada A.; Voss, Burton E.

Factors Influencing High School Students' Science Enrollments Patterns: Academic Abilities, Parental Influences, and Attitudes toward Science.

PUB DATE- 85
NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Ability; Blacks; *Enrollment Influences; Females; Grade 10; High Schools; High School Students; Logical Thinking; *Parent Influence; Predictor Variables; Science Education; *Secondary School Science; *Sex Differences; *Student Attitudes
IDENTIFIERS- Science Education Research

This study was designed, using a path anolytic model, to assess the relative impact of different factors on science concentration decisions made by grade 10 high school students (N=237). Included in the model were selected demographic and socioeconomic factors, academic abilities factors (including logical thinking), indicators of home and school support, attitudes toward science, and students' science enrollment plans. Results indicate that students (especially females and blacks) tended to avoid advanced and quantitative science courses. Student attitudes toward science were low, especially their motivation and self-confidence in learning science. Though they were higher achievers, females expressed less enjoyment in learning science than males. Males, more than females, stereotyped science as a male domain. Attitudes and past performance appeared to influence course plans for both males and females. Among the attitudes, student motivation and usefulness of science were the most important predictors for course plans. These and other results suggest that: (1) improved achievement in junior high school years should be emphasized; (2) teachers and parents should motivate and encourage students to select more science courses; and (3) the unique value and usefulness of each science course should be explained to students as early as possible. (Author/JN)

ED 254 436 SO 016 199

Diamond, Sandra; Riekes, Linda

Newspapers and Law-Related Education. Grades 5-9.

Saint Louis Globe-Democrat, MO.; Saint Louis Post-Dispatch, MO.; Saint Louis Public Schools, Mo.

SPONS. AGENCY- American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.; American Newspaper Publishers Association Foundation, Washington, D.C.

PUB DATE- 81

NOTE- 69p.; For guide for grades 10-12, see SO 016 200. Several newspaper reproductions contain small print that may not reproduce clearly.

AVAILABLE FROM- American Newspaper Publishers Association Foundation, P.O. Box 17407, Dulles International Airport, Washington, DC 20041 ($1.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Conflict Resolution; Consumer Education; Criminal Law; Delinquency; Due Process; Freedom of Speech; Intermediate Grades; Junior High Schools; Laws; Learning Activities; *Legal Education; Models; *Newspapers

IDENTIFIERS- *Law Related Education; *Newspaper in Education Program

Designed to assist teachers of students in grades 5-7 who wish to use the newspaper as a supplemental tool in law-related education, this guide provides model lessons demonstrating ways in which the daily newspaper can enhance textbook material. Although the guide is based on ongoing law-related education programs in the St. Louis Public Schools, it can easily be adapted to fit most law-related education courses. Articles included in the guide are intended as examples to illustrate the type of article that could be found in any daily newspaper; teachers will want to use current articles from local newspapers with each lesson. The first of two sections illustrates how different parts of the newspaper (e.g., news, features, comics, advertisements, business and finance, sports) can be used in teaching a variety of law-related concepts. Model lessons for each part of the newspaper are presented along with suggestions for developing lessons. Section II provides model lessons for educators in four law-related areas: lawmaking, consumer rights and responsibilities, juvenile problems and law, and the U.S. judicial system. Two model lessons on freedom of the press and a list of law-related textbooks and resources conclude the document. (LH)

ED 254 113 HE 017 840

Whitcomb, David B.; Deshler, David
The Values Inventory: A Process for Clarifying Institutional Culture.
PUB DATE- 83
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Environment; College Faculty; College Role; Decision Making; *Faculty College Relationship; Higher Education; Institutional Characteristics; *Organizational Climate; *Questionnaires; School Personnel; State Universities; *Values
IDENTIFIERS- *California State University Long Beach; *Values Inventory

The use of the Values Inventory to clarify institutional identity at California State University, Long Beach, is described. The inventory was used as part of a project that sought to: (1) identify institutional values shaping decision-making: and (2) promote awareness of value issues in higher education. The Values Inventory was used to interview 83 faculty and staff about perceptions of institutional culture, values, and issues. The open-ended interview responses were content analyzed and the following themes emerged: commitment to the institution, unity/community, humanistic values, academic quality, educational opportunity, academic freedom, ethical values, and institutional identity. Qualitative data from the inventory were also analyzed for metaphoric content. It was estimated that at least 65 percent of the metaphors found in the interview transcripts involved emotive ventilation. While about 75 percent of the metaphors were rated as having negative application to the primary subjects, about 20 percent were positive, and about 5 percent were neutral. It is concluded that the inventory is useful to administrators as a barometer of organizational culture, as catalyst for value-laden dialogue, and as a bridge to new perceptions for the university. The interview guide is appended. (SW)

ED 254 155 HE 018 120

Preliminary Report on Assessment of 1982-83 Pell Grant Validation Procedures.

Advanced Technology, Inc., Reston, VA.; Westat Research, Inc., Rockville, Md.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- Feb 83
NOTE- 77p.; For related documents, see HE 018 112-135 and HE 018 137-140.
CONTRACT- 300-80-0952
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Compliance (Legal); Data Collection; Delivery Systems; Eligibility; *Federal Aid; Federal Regulation; *Financial Aid Applicants; Higher Education; Legal Responsibility; *Need Analysis (Student Financial Aid); Quality Control; School Surveys; Standards; *Student Financial Aid
IDENTIFIERS- *Pell Grant Program; *Validation Verification and Testing Techniques

The extent to which colleges are complying with the 1982-1983 Pell Grant validation requirements was assessed. Fall 1982 financial aid data were drawn from a representative sample of 3,490 Pell Grant recipients at 317 colleges that are part of the Regular Disbursement System. Key findings show: (1) the vast majority of institutions collect the required verifying documentations for their students who are "flagged" for validation by the U.S. Department of Education; (2) about 78 percent of the flagged recipients satisfied the validation requirements by providing a signed copy of their federal tax return or other verification; (3) the great majority of institutions appeared to be identifying incorrect application entries in the cases of recipients flagged for validation; (4) for most of the documented cases, the application item discrepancies were small; (5) about 2 percent of the documented flagged cases had out-of-tolerance differences that would lead to a change in the student's expected award; and (6) about 6 percent of the documented flagged cases had differences within tolerance that would lead to a payment change. Appended are study findings and information on the sampling methodology. (SW)

ED 254 339 PS 014 964

Copeland, Sherry M.; And Others
Getting Started in the All-Day Kindergarten.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-534-6
PUB DATE- 83
NOTE- 431p.
AVAILABLE FROM- Curriculum Production Unit, Room 617, 131 Livingston Street, Brooklyn, NY 11201 ($12.00, plus $0.72 shipping/handling).
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; Evaluation Methods; *Instructional Materials; *Kindergarten; Learning Centers (Classroom); Parent Teacher Cooperation; Primary Education; Program Development; *Program Implementation; School Schedules; Skill Development; *Teaching Methods; *Thematic Approach
IDENTIFIERS- *Full Day Programs

This guide is intended to assist teachers in planning and implementing an effective all-day kindergarten program for 5-year-olds. Section 1 provides plans for scheduling and programming the beginning days of the school year. Sample room arrangements to assist the teacher in setting up learning centers are described in section 2. Ideas for establishing routines and for using finger plays in classroom management and skills development are also discussed. Section 3 explores the teacher's role in guiding the child's growth and development through verbal and nonverbal interactions with teachers and other children. The thematic approach to instruction is detailed in section 4, which also contains a discussion of language emphasis for the student speaking English as a second language. Learning experiences for several themes are outlined. Methods of instruction for skills development are described in section 5. Specific activities that the teacher can incorporate into daily and long range planning are discussed. Section 6 presents ideas for encouraging parent participation in school life. This section also contains suggested parent-child activities to foster children's learning. Section 7 describes formal and informal assessment procedures and contains sample checklists for the teacher's use, while section 8 contains charts of skills for communication arts and mathematics. The suggested period of instruction for each skill is explained graphically. Finally, the guide presents a bibliography for parents and teachers listing books related to child development, curriculum development, and current research; a bibliography of traditional and new books for children; and an evaluation form. (Author/AS)

ED 254 353 RC 014 924

Coca-Cola Hispanic Education Fund: Los Angeles Program Description.
Coca Cola Bottling Co. of Los Angeles, CA.
PUB DATE- 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Dropout Prevention; *Hispanic Americans; *Private Financial Support; Program Evaluation; *School Business Relationship; *School Community Relationship; Secondary Education; Student Motivation
IDENTIFIERS- *California (Los Angeles); *Coca Cola Hispanic Education Fund

The Coca-Cola Hispanic Education Fund was created in response to the high school dropout problem in Los Angeles. The Fund enables the Coca-Cola Bottling Company of Los Angeles to build upon the successful relationship it has developed in the Hispanic community and maximizes the effectiveness of existing student support programs by directing needy students into these programs at an early stage. Administrators, counselors, teachers, and aides identify sophomore students who during their junior high school careers were known to have academic, attendance, economic, family, and other problems. Both team teaching and the buddy system approach are employed in assisting these students. Major program components are the Student Identification, Incentive Activities, Orientation, Instructional Core, and Tutoring Projects. Program activities are enhanced by such existing school programs as the Attendance Motivation Program, Chapter 1 teacher and student assistance services, student orientation and government programs, youth services programs, and other on-going projects sponsored by the Coca-Cola Company. Program evaluation will involve analyses of individual and group attendance patterns and student progress; observations of program procedures and activities by teachers, students, parents, and administrators; review of periodic reports; and feedback from a Program Advisory Council comprised of school system, civic, political and business representatives. (NQA)

ED 254 366 RC 015 176

Lovett, Ollie M.
PATHWAYS: An Adult Pre-GED Reading Skills Workbook. Level II. Teacher's Guide.
Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 84
NOTE- 35p.; For related documents, see RC 015 172-184.
GRANT- G008201011
AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721 N. Central Ave., #814, Phoenix, AZ 85004 ($4.95).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; American Indian Culture; *American Indian Education; American Indian Literature; Course Objectives; High School Equivalency Programs; *Reading Comprehension; Reading Instruction; *Reading Skills; *Study Skills; *Supplementary Reading Materials; *Teaching Methods; Tribes; Units of Study; Vocabulary; Writing Instruction; Writing Skills
IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

The teacher's guide for the Pre-GED (General Educational Development) Level II reading skills student workbook of the PATHWAYS Curriculum contains a concise explanation of each skill, suggested teaching strategies, answers to the exercises, and a list of available commercial materials that may be used to supplement the exercises for each lesson. Lessons are grouped under the following unit topics: word analysis, vocabulary, comprehension, and study skills. The guide presents detailed, step-by-step instructions for implementing the suggested strategies, which may be used for both individualized and group instructional settings. The preface describes in detail the components of the culture-based GED preparatory reading and writing curriculum for American Indian adult education students. (ERB)

ED 254 379 RC 015 201

Plato, Kathleen C.; Rasp, Alfred, Jr.

Program for Migrant Children's Education. 1983 Washington State Evaluation Report.

Washington Office of the State Superintendent of Public Instruction, Olympia. Migrant Education Program.

PUB DATE- Jan 84

NOTE- 60p.; For related documents, see ED 218 044-046.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Dropout Prevention; Education Service Centers; Elementary Secondary Education; *Enrollment; Enrollment Trends; Linking Agents; *Migrant Education; *Migrant Health Services; *Migrant Programs; Program Descriptions; *State Programs

IDENTIFIERS- *Washington

Of the 18,142 migrant children eligible for program services during 1982-83 in Washington State, approxmimately 54% received instruction in basic skills, reading, math, oral language development, language arts, and readiness. Health services were provided to 5,838 students. The Migrant Education Center, which continued to serve as a vital link in the distribution of services to migrant children, provided recruitment, inservice, parent involvement, media, and instructional services. Composed of college students from a migrant background, the Mini-Corps, patterned after the California Mini-Corps, provided formal supervision, tutoring, and recreation for migrant students and teaching experience for corps members. Modeled after the successful California program, the Portable Assisted Study Sequence (PASS) Program prepared and distributed study sequences that qualified students for full or partial credits toward high school graduation. PASS served 215 students through the Prosser School District. This report describes Washington's service system in detail, provides an overview of the statewide migrant student eligibility, reports data derived from the Migrant Student Record Transfer System files, lists the state totals for students receiving instructional services, includes student achievement data, outlines the services and special projects coordinated by the Migrant Education Center, and summarizes the Washington Migrant Education Program activities. (NQA)

ED 254 055 EC 172 016

Koegel, Lynn Kern; Koegel, Robert L.
Programming Rapid Treatment Gains in Designated Instructional Services for Speech Impaired Children. Final Report.
California Univ., Santa Barbara. Dept. of Speech and Hearing.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Special Education.
PUB DATE- Jul 84
NOTE- 44p.
GRANT- 42-03651-3008-0083
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Articulation Impairments; Elementary Education; Feedback; *Generalization; Program Effectiveness; *Self Evaluation (Individuals); Speech Handicaps; *Speech Therapy

To investigate the use of a self-monitoring activity as a method of promoting generalization of a target speech sound to nontraining conditions, 40 children (grades 2-7) with articulation impairments (sound substitutions) attended individual or small group speech therapy sessions. Self-monitoring activity focused on the child recording correct sounds immediately following correct sound production. Analysis of the children's generalization to their natural environments revealed that all of the Ss demonstrated increases in the use of the target sound outside the clinical environment. Ss consistently used the correct sound 90% to 100% of the time and continued to use the target sound correctly following termination of recordkeeping. A replication study was performed which showed at least measurable improvements in 27 children. Study recommendations included increased involvement of therapy clients in their own therapy programs. (CL)

ED 254 070 FL 014 816

Abel, Fritz; Lang, Jurgen
L'enseignement du francais en Republique Federale d'Allemagne (The Teaching of French in the Federal Republic of Germany).
L'enseignement du francais dans les classes terminales des lycees allemands (The Teaching of French in the Final Year in German Schools).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ICRB-H-4; ISBN-2-89219-145-9
PUB DATE- 84
NOTE- 50p.
LANGUAGE- French
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Education; *Educational Environment; Educational History; *Educational Objectives; *Educational Strategies; Elementary Secondary Education; Foreign Countries; *French; Higher Education; Language Enrollment; Scholarly Journals; *Second Language Instruction; *Teaching Methods
IDENTIFIERS- *West Germany

Two papers describe two aspects of French foreign language instruction in West Germany. The first, "L'enseignement du francais en Republique Federale d'Allemagne" by Abel, deals with the institutional framework for French instruction in West Germany. A discussion of the instructional situation looks first at the history of French instruction since the 19th century in the context of political and social forces, enrollment rates and influences, and the role of French as the most common second language taught. The second paper, "L'enseignement du francais dans classes terminales des lycees allemands" by Able and Lang, examines the objectives and methods of French instruction, looking at the changes in instruction in the last 15 years. The changes in the approach to the first few years of instruction, which now focus more on authenticity than formal language, are considered. The role of the text "Salut A," which first appeared in 1968 and whose content and approach correspond largely to contemporary governmental attitudes and programs, is discussed, and French language instruction in the universities, for both the general college population and foreign language teachers, is examined. A few notes are provided on journals currently and widely used in the field in West Germany. (MSE)

ED 254 085 FL 014 882

Laska, Patricia
Senior High Health Supplement for Cambodian Students. English/Khmer.
Rochester Public Schools, Minn.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE- 17 Aug 84
NOTE- 155p.; Translated by Dyna Chan.
LANGUAGE- English; Cambodian
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Alcohol Education; Cultural Context; Drug Education; *Health Education; Health Materials; Holistic Approach; *Hygiene; Immigrants; Instructional Materials; Interpersonal Communication; Interpersonal Competence; Limited English Speaking; *Mental Health; *Physical Health; Secondary Education; *Sex Education

A volume of materials for limited English-speaking native Khmer-speaking Cambodian students designed to supplement a high school health education course contains a series of chapters in English, with each page faced by a translation in Khmer. The topics covered include a holistic approach to health and wellness, interpersonal relations, emotions, stress, suicide, the American conception of death and funerals, the family unit, family violence, rape and acquaintance rape, chemical substances and their pharmacological effects, alcohol and its effects, human sexuality, the reproductive system, menstruation, conception and fetal development, the birth process, birth defects, premarital pregnancy, sexual variations, and sexually transmitted diseases. A brief bibliography is included. (MSE)

Wilkinson, Gene
Excellence Through Educational Technology: Some Prior Considerations. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 84
NOTE- 3p.
CONTRACT- 400-77-0015
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Cost Effectiveness; *Educational Media; Instructional Design; *Public Education; Teacher Role; *Teaching Methods; *Technological Advancement; *Technology Transfer
IDENTIFIERS- ERIC Digests; *Excellence in Education

This digest addresses issues that should be considered in proposing technological solutions to the problems of public education. Although the potential benefits of the widespread application of media to instruction are supported, emphasis is on the need to define technology as a technique of designing instruction, rather than the more common perception of technology as machine. This definition implies the interaction of individuals, materials, and machines, in a variety of instructional settings and employing a variety of instructional strategies. Three basic patterns of media utilization are identified--additive, integrated, and independent--that have different potential effects on the cost and effectiveness of education. Conclusions stress that the achievement of excellence through the use of media requires capital investment in tools to allow the application of the "techniques" of educational technology, a reorganization of the structure of teaching and learning, and the will to do it. Five references are listed. (LMM)

ED 254 255 IR 051 058

Turner, Bonnie L., Comp.; Downs, Rondi, Comp.
Patron Relations: A Survival Manual.
Yakima Valley Regional Library, WA.
PUB DATE- Dec 83
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- Guidelines; Library Materials; *Library Personnel; *Library Planning; Library Role; Methods; Policy Formation; Problems; *Problem Solving; Reference Materials; *Regional Libraries
IDENTIFIERS- *Emergencies; Legal Rights; Library Procedures; *Library Users; Yakima Valley

Recognizing the responsibility of library staff members of maintain a pleasant environment for the public in the library, this manual discusses the library user's and library employee's rights under the law and how to protect them. It is arranged alphabetically by the type of problem or emergency that may be encountered. The procedure for handling a difficult situation follows a definition of the situation. While some of the procedures in this manual are already implemented in various departments, they have been compiled as a reference tool for other staff members. Two detailed sections, one on complaints, accidents, and emergencies, and the other on problem behavior, follow an introduction and a page of useful telephone numbers for public and social services, and hospitals in the area. Included in the complaints, accidents, and emergencies section are: questions about circulation, library materials, selection, and policies; fire in the library; injury or sudden illness of patron or staff member; and power failures. The section on problem behavior includes a variety of possible problem patrons (angry or irate patrons, chatty patrons, disruptive children or adults, drugs, alcohol, mentally disturbed patrons, solicitors, sleeping patrons, and sexual deviants) and problem situations (annoying telephone calls, theft of library materials or property, triggered book detection system, verbal abuse of staff, and weapons). A list of possible legal consequences for various offenses, several sample forms, and a list of helpful hints are appended. (THC)

Evans, Ellis D.; Marken, Dan

Longitudinal Follow-up Comparison of Conventional and Extended-Day Public School Kindergarten Programs.

PUB DATE- Apr 83
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Cost Effectiveness; *Educational Experience; Elementary School Students; *Kindergarten; Kindergarten Children; Learning Disabilities; Longitudinal Studies; Outcomes of Education; Parent Attitudes; Primary Education; Public Schools; Referral; Research Problems; School Schedules; Sex Differences; *Social Behavior; *Student Attitudes; Time Factors (Learning); Urban Areas
IDENTIFIERS- *Full Day Programs; *Half Day Programs; Multiple Measures Approach

The cumulative, long term impact of alternative kindergarten scheduling for everyday half- and full-day programs was examined for three successive cohorts of children. Dependent measures included academic achievement, school sentiment, personal-social behavior, school attendance, and referral to special education classes. Parent perception of kindergarten programs was also assessed. No achievement differences were observed, although selected noncognitive measures differentiated the two programs. Certain program/grade and program/sex interactions were revealed, as were differences in special class referral rates. Parent perceptions seemed determined primarily by experiences with one or the other scheduling alternative. (Results are discussed in terms of kindergarten theory and practice, academic learning time, and issues of cost analysis and research methodology.) (Author/RH)

ED 254 394 SE 045 395

DiLucci, Jackie; And Others
General Mathematics II. A CoSer Project of the Cortland-Madison BOCES.
Cortland-Madison Board of Cooperative Educational Services, Cortland, N.Y.
PUB DATE- 84
NOTE- 182p.; Document contains several pages of marginal legibility.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Calculators; *Course Descriptions; Curriculum Development; Estimation (Mathematics); *Instructional Materials; Learning Activities; *Mathematical Applications; Mathematics Curriculum; *Mathematics Instruction; Microcomputers; Problem Solving; Secondary Education; *Secondary School Mathematics; Teaching Methods; Worksheets
IDENTIFIERS- *General Mathematics

This General Mathematics II curriculum reflects the 1980 National Council of Teachers of Mathematics (NCTM) Agenda for Action statement that emphasis in mathematics learning and teaching should be shifted away from isolated computational skills toward problem-solving techniques. The use of calculators and estimation is encouraged. Emphasis both in time and concentration is on developing students' ability to use mathematical techniques, and not on the isolated techniques themselves. Applications for consumers and workers are therefore numerous. Computer literacy is developed through students' use of software that reinforces not only mathematical skills, but also occupation and consumer applications. The course objectives are spelled out, followed by a scope and sequence which includes an approximation of the time to be devoted to each unit. For each unit, a pretest is given, followed by activities and worksheets, with the emphasis on problem solving. A posttest is then given. The units included in the course are: whole numbers, decimals, fractions, ratio and proportion, percent, tables and graphs, probability and statistics, geometry, measurement of geometric figures, integers, algebra, coordinate geometry, and computers. References are included. (MNS)

ED 254 128 HE 018 022

On Campus with Women. Fall 1984 and Winter 1985.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

PUB DATE- 85
NOTE- 26p.
AVAILABLE FROM- Project on the Status and Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington, DC 20009.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affirmative Action; Blacks; College Faculty; College Students; *Court Litigation; *Employment Practices; *Females; Higher Education; Minority Groups; Nontraditional Occupations; Personnel Policy; Salaries; *Sex Discrimination; Sexual Harassment; Women Faculty; *Womens Education; Womens Studies
IDENTIFIERS- *Comparable Worth; *Supreme Court

Developments in education, employment, and the courts concerning the status of women are covered in these newsletter issues. An article entitled "High Court Slows Women's Progress" by Bernice R. Sandler presents arguments that the U.S. Supreme Court undermined legal protection against sex discrimination in educational institutions. News items include the following topics: job differences between male and female deans, reauthorization of the Women's Educational Equity Act, campus rape, recruiting and retaining women in math and science, career patterns and employment practices for female faculty and administrators, recent lawsuits testing the comparable worth issue of male and female employees and their earnings, college enrollment rates of males and females, a sexual harassment suit against a law school, employment of black women, minority women in athletics, integrating women's studies into the curriculum, resources on women in international development, a bibliography on women librarians, data on women and politics, a bibliography on women in management, and Jewish women's studies. (SW)

ED 254 142 HE 018 107

Cannon, Joan B.

The Organizational and Human Implications of Merger.

PUB DATE- 13 Apr 83
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 11-15, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Case Studies; College Administration; College Faculty; *Consolidated Schools; Faculty College Relationship; Higher Education; Intercollegiate Cooperation; *Mergers; *Organizational Change; Role Perception; State Colleges; *Teacher Attitudes
IDENTIFIERS- *Public Colleges

Four types of interinstitutional arrangements in higher education are described, and research results on one type (merger) are presented. A continuum of cooperative endeavors are considered: voluntary cooperative agreements, formalized consortiums, federations, mergers, and closings. The objective of the research was to determine conditions leading to a particular merger and the effects of the merger on the perceptions, attitudes, and experiences of the faculty and administrators of the two public institutions involved. In addition to reviewing documents and observing college staff, questionnaire responses were obtained before and after the merger from 130 faculty members and 30 administrators of the two institutions. While both schools favored merger, each institution was concerned about its future role in the merged organization. One feature of the pre- and post-merger environment was organizational ambiguity. Delay in resolving ambiguities and inequities negatively affected members of the "acquired" or "less dominant" college, resulting in dissatisfaction with the merger and with their jobs, anxiety, and role tension. A conceptual model of the stages of the merger process is outlined, with attention to objective realities, subjective perceptions, psychological responses, and organizational and individual consequences. (SW)

The Family Contribution Formula, 1984-85.
Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 84
NOTE- 63p.; For related documents, see HE 018 112-135 and HE 018 137-140.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Dependents; *Federal Aid; Financial Aid Applicants; Grants; Guidelines; Higher Education; Income; *Need Analysis (Student Financial Aid); *Parent Financial Contribution; Records (Forms); *Self Supporting Students; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- College Work Study Program; Guaranteed Student Loan Program; National Direct Student Loan Program; *Office of Student Financial Assistance; Supplemental Educational Opportunity Grants

A guide to the family contribution (FC) for federal student financial aid programs is presented. Information is provided on the steps of the U.S. Department of Education's version of the Uniform Methodology (UM), the system most frequently used by need analysis services and financial aid administrators to determine the family's ability to contribute to college costs. The UM calculation produces a number, the FC, based on analysis of the family's income and assets, with allowances for basic living expenses and extraordinary, nondiscretionary expenses. The FC is used chiefly to award aid from the campus-based programs (National Direct Student Loans, College Work Study, and Supplemental Educational Opportunity Grants). However, it can also be used for the Guaranteed Student Loan program. For dependent students, both the parents' contribution and the total student contribution are covered. For independent students, information is provided on income supplements and the contribution form taxable and untaxed income. Sample case studies for dependent and independent students are included, along with family contribution tables, worksheets, and line item references for the Student Aid Report/Application for Federal Student Aid. (SW)

ED 254 184 HE 018 171

Alexander, Benjamin H.

Higher Education: Some Current Problems and Future Challenges.

PUB DATE- 17 Feb 85

NOTE- 14p.; Paper presented at the Anniversary of the University of Georgia (200th, Athens, GA, February 17, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrative Change; Black Colleges; Educational Needs; Educational Opportunities; *Educational Trends; Graduate Study; Graduation Requirements; *Higher Education; *Minority Groups; State Universities; *Teacher Education

IDENTIFIERS- Chicago State University IL

Views on current problems and future challenges in higher education are provided by a former U.S. Department of Education official who also was president of Chicago State University. Among these views are that: educators should have the integrity to exclude from the university any student who shows no possibility of academic success, even with the support of remedial programs; teachers' colleges and schools of education do not usually attract the best students; teacher education should be a professional program at the graduate level and all four-year colleges and schools of education should be abolished; and colleges should screen faculty members and administrators for eligibility and competence and should promote professional development. Issues concerning equal opportunity for minorities and the case of Chicago State University, which is predominantly black, are also addressed. At that institution, the grading system was reviewed and made less permissive, and qualifying exams in English, mathematics, and reading were established as conditions for graduation. The university also made adjustments in administrative structures, including converting academic divisions into colleges and streamlining the administration. (SW)

ED 254 198 IR 011 510

Computer Literacy. Report to the 1983 General Assembly of North Carolina, 1984 Session.

North Carolina Legislative Research Commission, Raleigh.

PUB DATE- Jun 84

NOTE- 79p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Community Colleges; *Computer Literacy; Costs; Elementary Secondary Education; Higher Education; *Policy Formation; *Public Schools; State Surveys; *Statewide Planning; *Teacher Education

IDENTIFIERS- Computer Uses in Education; North Carolina

This final report analyzes computer literacy and the use of computers in the public schools and community colleges of North Carolina, based on testimony from educators and administrators at the university, community college, and public school levels; from organizations concerned about education; and from corporations that produce computer hardware and software. A summary of the committee proceedings covers background, the role of the computer, a Computer Literacy Plan of Action, and an assessment of the costs of implementing this plan. Recommendations propose basic computer awareness instruction for public schools; training in computer awareness for graduates of all teaching colleges as an accreditation requirement; maximum use of public school computer laboratories; and student and teacher computer ethics training. Appendices provide extensive supporting documentation on the state plan for computer utilization in the North Carolina public schools; state microcomputer activity; the state educational software evaluation program; estimated costs for a 3-year phase-in of computer literacy instruction; enrollment in community college computer occupational curricula or curricula using the computer as a tool, and in continuing education and educational television computer courses; and costs of community college computer labs. (LMM)

ED 254 227 IR 051 028

Information Resources on Online Public Access Catalogs. A Selected ERIC Bibliography.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 3p.
CONTRACT- 400-82-0001
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Computer Science; Higher Education; *Library Automation; *Library Catalogs; Library Instruction *Online Systems; Research Libraries; *User Satisfaction (Information); *Use Studies
IDENTIFIERS- *Online Catalogs

Sixteen articles, books, and reports published between 1978 and 1983 and cited in "Resources in Education" and "Current Index to Journals in Education" are listed in this bibliography on online public access catalogs (OPACs). Emphasis is on the movement toward computer-based alternatives to library card catalogs and use studies. Topics include attitudes of user and nonusers toward OPAC's, including types of problems encountered; reviews of research; the social and psychological effects on users of the introduction of online catalogs in libraries; studies of public online catalog users and nonusers; data collection and analysis related to OPACs; requirements, characteristics, and costs; training users; futuristic aspects of subject access; and user instructions for online catalogs. In addition to bibliographical information and annotations, ERIC accession numbers are provided. (THC)

ED 254 241 IR 051 043

Library Service to the People of New York State: A Long-Range Program October 1, 1984-September 30, 1989 for the Improvement of Library Services Utilizing Local, State, and Federal Resources.

New York State Library, Albany.

PUB DATE- 84

NOTE- 34p.; For the 1983 report, see ED 238 446.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Annual Reports; Improvement; *Library Networks; *Library Planning; *Library Services; Library Statistics; Long Range Planning; Program Descriptions; Public Libraries; Regional Libraries; *Regional Planning; State Departments of Education; State Libraries; *State Programs

IDENTIFIERS- *New York

. This annual report on the comprehensive 5-year program for the enhancement of library services in New York State (1) provides a benchmark for the continuing planning, development, and evaluation of state library services; (2) summarizes the objectives, policies, and programs undertaken for the improvement of those services; (3) serves as a guide to library networks, regional planning groups, and other agencies that wish to participate; and (4) meets the requirements of the Federal Library Services and Construction Act (LSCA). An overview of the state library environment is offered, constraints on services are outlined, and the program's goals and objectives are explained. Tables provide summary statistics on public, academic, school, institution, and medical libraries; the New York State Library; public library systems; and reference and research library resource systems within the state. A bibliography of major documents for New York State library service programs and lists of New York members of the LSCA Advisory Council and the Regents Advisory Council on Libraries conclude the report. (THC)

ED 254 284 JC 850 092

Webster, Harold J.
Use of Videorecording Equipment as an Educational Tool.
PUB DATE- 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; Community Colleges; *Educational Technology; Instructional Innovation; *Teaching Methods; *Videotape Recordings

The faculty at the DuBois Campus of the Pennsylvania State University are using video recording equipment in a variety of ways. Student performances are videotaped for different purposes in speech, marketing, and physical education classes. Professors in the Wildlife Technology Program are using portable videotaping equipment to record activities that occur at times and locations that prohibit students from viewing them. Factors which have affected the use of videotaping at the college include the location of equipment, faculty access, scheduling, the availability of a media specialist or audiovisual technician, the quality and availability of facilities (e.g., the sound studio and editing room), the training and experience of faculty, the quality of equipment, the availability of time to develop videotapes, and financial and administrative support for production. With acceptance by faculty and training in its use, the advantages of videorecording as an educational tool can outweigh logistical difficulties and can enhance the educational process. (LAL)

ED 254 312 PS 014 753

Love, John M.
Health and Physical Development in Early Childhood Programs: Recommendations for Programs and Their Evaluation.
Mediax Interactive Technologies, Inc., Westport, CT.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- 84
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Anemia; Auditory Evaluation; Body Height; Body Weight; Dental Evaluation; Early Childhood Education; Eating Habits; Evaluation Methods; Health Education; Motor Development; Muscular Strength; Nutrition; *Outcomes of Education; *Physical Development; Physical Fitness; *Physical Health; *Preschool Children; *Safety Education; Screening Tests; *Student Evaluation
IDENTIFIERS- *Project Head Start

One concern frequently cited regarding early childhood programs is that methods for assessing some of their more important objectives are inadequate or nonexistent. This paper addresses this concern in the areas of health, safety, nutrition, dental health, and physical development during the preschool years. An organizing framework for classifying the outcomes of early childhood programs in these areas was developed during the first phase of the Head Start Measures Project. In order to determine which characteristics of children's development are important to measure, two surveys were conducted: (1) a survey of 22 child development scholars; and (2) a survey of 375 primary school teachers, and Head Start teachers, parents and staff. The organizing framework resulting from analysis of survey data includes four content dimensions (health and safety, dental health, nutrition, and motor development). Each content dimension contains from 3 to 10 clusters of variables, or constructs. These constructs are discussed in terms of recent literature, especially research on the pilot testing of assessment techniques. It is suggested that these techniques can be used by early childhood programs to conduct their own evaluations to provide comprehensive, in-depth assessments of the effectiveness of health-related program components. (CB)

ED 254 409 SE 045 424

Wavering, Michael J.
The Logical Reasoning Necessary to Make Line Graphs.
PUB DATE- 85
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abstract Reasoning; Elementary School Mathematics; Elementary School Science; *Graphs; Intermediate Grades; *Logical Thinking; Mathematics Education; *Mathematics Instruction; Science Education; *Science Instruction; Secondary Education; *Secondary School Mathematics; *Secondary School Science
IDENTIFIERS- *Graphing (Mathematics); Mathematics Education Research; Science Education Research

A 3-year study was conducted to determine the logical reasoning processes necessary to construct line graphs. Responses obtained from middle and high school science and mathematics students were classified into one of nine categories. These categories ranged from "no attempt to make a graph" to "complete graph with a statement of a relationship between the variables." The categories in between represented increasingly more successful attempts at ordering data in one and both variables to correct scaling of the data on the axes. Middle school subjects exhibited behaviors mainly in the first four categories, 9th- and 10th-grade subjects overlapped with middle school subjects and the 11th- and 12th-grade subjects in the middle categories, and the 11th- and 12th-grade subjects exhibited behaviors mainly in the last five categories. These response categories also showed a close fit with Piagetian concrete operational structures for single and double seriation and formal operational structures for proportional reasoning and correlational reasoning. Teachers can use this information: (1) to determine what logical reasoning students will bring to a graphing situation; (2) to understand the reasons why students make certain mistakes when they make line graphs; and (3) to make interventions that will help students make their graphs correctly. (Author/JN)

ED 254 423 SE 045 442

Impact on U.S. Scientific Research of Proposal to Withdraw from Unesco. Hearings before the Subcommittee on Natural Resources, Agriculture Research and Environment and the Subcommittee on Science, Research and Technology of the Committee on Science and Technology, U.S. House of Representatives, Ninety-Eighth Congress, Second Session, (March 8,15, 1984).

Congress of the U.S., Washington, D.C. House Committee on Science [illegible] Technology.

PUB DATE- 84

NOTE- 237p.; The appended report "Unesco Science Programs: Impacts of U.S. Withdrawal and Suggestions for Alternative Interim Arrangements" is also available separately as ED 251 312. Document contains small type.

AVAILABLE FROM- U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Engineering; Environmental Education; Financial Support; Hearings; Higher Education; *International Programs; Natural Resources; Oceanography; Physical Environment; *Program Evaluation; Program Implementation; *Science Programs; *Sciences; *Scientific Research; *Technology

IDENTIFIERS- Congress 98th; *Unesco

These hearings focused on the impact of the United States decision to leave the United Nations Educational, Scientific and Cultural Organization (UNESCO). Included are prepared statements and/or testimony by: Congressman Jim Leach (Iowa); Jean Gerard (U.S. Ambassador to UNESCO); Paul Baker; William Nierenberg; Thomas Galvin; and A. K. Solomon. Also included in appendices are: (1) additional letters submitted for the record; (2) a U.S. interagency perspective (National Science Foundation) on the natural sciences in UNESCO; (3) a report titled "UNESCO Science Programs: Impacts of U.S. Withdrawal and Suggestions for Alternative Interim Arrangements;" and (4) a report (by Genevieve Knezo and Michael Davey) entitled "Science and Technology Programs in UNESCO: A Description of the Programs and Preliminary Analysis of the Policy Implications of U.S. Withdrawal for Science." This latter report describes the rationale for the U.S. decision to withdraw from UNESCO; UNESCO's science and technology activities; scientists' reactions to and criticisms of the decision to withdraw; the policy implications of withdrawal for science; and issues related to developing program alternatives to UNESCO's science activities. (JN)

ED 254 100 FL 014 904

Snyder, Barbara, Ed.
Look Out World, Here We Come!
Ohio Modern Language Teachers Association, Columbus.
PUB DATE- 84
NOTE- 71p.; For selected individual articles, see FL 014 905-912.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Articulation (Education); Audiotape Recordings; Audiovisual Aids; *Class Activities; *Classroom Techniques; Comparative Analysis; *Curriculum Development; Immersion Programs; Professional Associations; *Program Development; Secondary Education; *Second Language Instruction; Singing; *Statewide Planning; Summer Programs; Textbooks; Travel; Videotape Recordings; Writing Skills

The journal includes nine articles on the theme of a world view of foreign language teaching. They are: "The Foreign Language Articulation Task Force Survey: A Report" (Reid Baker); "Report of the Ohio Foreign Language Task Force" (Barbara Snyder); "The Akron Story Part I: Summer Foreign Language Camps" (John D. Durden and Sandra K. Strauber); "The Akron Story Part II: Europe on $15 a Day" (John D. Durden, Marguerite M. Terrill and Shirley Perisutti); "The Role of Songs in the Foreign Language Classroom" (Thomas A. Claerr and Richard Gargan); "Developing Writing Proficiency for the Lower-Level Language Student" (Veletta Jane DeBoer); "Class Cuisine: Food in the Foreign Language Class" (Gretchen S. Rauschenberg); "Videotape vs. Audiotape for Listening Comprehension Tests: An Experiment" (Thomas S. Parry and R. Alan Meredith); and "Textbooks: Do They Match Your Students' Learning Needs?" (Jan Macian and Glenn Harewood). Brief articles containing classroom activity and management ideas which focus on telephone use, illustrated verb flashcards, seating charts by computer, using brand names to practice vocabulary, and time lines are also included. (MSE)

ED 254 114 HE 017 841

Achieving Campus Equality. Fact Sheet for Students on Achieving Campus Equality and Fact Sheet for Faculty and Administrators.

Michigan State Univ., East Lansing. Div. of Women's Programs.

PUB DATE- Sep 83
NOTE- 7p.
AVAILABLE FROM- Michigan State University, Division of Women's Programs, Department of Human Relations, 380 Administration Building, East Lansing, MI 48824.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Attitudes; Adult Students; *Change Strategies; *College Students; *Females; Grievance Procedures; Higher Education; Inservice Education; Lesbianism; Minority Groups; Reentry Students; *Sex Discrimination; *Teacher Attitudes; Teacher Workshops
IDENTIFIERS- *Michigan State University

Information to help faculty, administrators, and students at Michigan State University understand and eliminate sex discrimination on campus is presented in two fact sheets. On campus, sex discrimination is the limiting preconceptions that faculty, administrators, or students may have concerning appropriate and expected behaviors, abilities, career directions, and personal goals of female students that are based on sex rather than on individual interest and ability. Discriminatory behaviors can discourage women's classroom participation, cause them to avoid or drop certain classes, and undermine their confidence. Information is provided on common discriminatory behaviors against women, including ignoring or interrupting female students, avoiding eye contact, offering little guidance, and making disparaging comments about women or using sexist humor. Consideration is also given to problems faced by minority women, older, reentry women, and lesbians; and the university's grievance procedures. Recommendations are offered for administrators and faculty to facilitate change, including encouraging a positive classroom environment and encouraging support outside the classroom. Suggestions for inservice faculty workshops are provided, along with ways students can cope or facilitate change. (SW)

Technical Specifications for Conducting an Annual Assessment of Overall Payment Error in the Pell Grant Program.

Advanced Technology, Inc., Reston, VA.
SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- Feb 83
NOTE- 257p.; For related documents, see HE 018 112-135 and HE 018 137-140.
CONTRACT- 300-80-0952
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Compliance (Legal); Costs; Databases; *Data Collection; Data Processing; Delivery Systems; *Error Patterns; *Federal Aid; Federal Regulation; Grants; Guidelines; Higher Education; Information Needs; *Need Analysis (Student Financial Aid); Program Evaluation; Quality Control; Research Design; Sampling; Statistical Analysis; *Student Financial Aid
IDENTIFIERS- *Pell Grant Program; Validation Verification and Testing Techniques

The issues, options, and procedures for annually measuring overall payment error in the Pell Grant program are specified in detail. Guidelines for establishing a definition of Pell Grant payment error are provided, and the design issues related to error measurement are examined. A comparison is made of options for selecting a study sample and for collecting data required to measure payment error. Data collection procedures are specified in detail, along with procedures needed to create a study database from the collected data. Guidelines for data analysis are also included. The correct award to students is based on such factors as enrollment status and student costs. Error measurement in the Pell program involves time-related research design factors, all of which must be understood when planning the data collection effort and when analyzing the data. Data collection activities are outlined for sample selection, student/parent interviewing, collecting hardcopy secondary data, and collecting data from institutions. Tasks and procedures required to create the database include: receipt of data, editing and coding, data entry, machine edit and updating, reformatting files for analysis package, producing marginal tabulations, merging data files, and reviewing case for quality control. Appended are: a glossary; a description of measurement tolerances of error in the program; algebraic specifications of error measures; and an estimate of requirements for conducting an assessment of overall payment error in the Pell Grant program. (SW)

ED 254 270 JC 850 073

Petersen, Allan; McIntyre, Chuck
Report on Noncredit Courses.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Mar 85
NOTE- 46p.; Discussed as Agenda Item 4 at a Meeting of the Board of Governors of the California Community Colleges (Sacramento, CA, March 7-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; *Community Colleges; Community Education; *Enrollment; *Noncredit Courses; State Surveys; Two Year Colleges
IDENTIFIERS- *California

In response to legislative mandate, the Chancellor of the California Community Colleges conducted a study of the level of noncredit courses, enrollments, and average daily attendance (ADA) offered at the community colleges. The study focused on the number of students enrolled in noncredit courses and the impact a mandatory fee would have on enrollments in community colleges and on enrollments in adult education programs offering similar courses. The enrollment portion of the study revealed that approximately 13% of total community college enrollment was in the noncredit areas and that the English as a Second Language, Basic Skills/Remedial, and Vocational areas accounted for more than 50% of all noncredit courses, enrollment, and ADA. The fee impact study indicated that over one-third of the 155,000 students taking only noncredit courses would withdraw, and an additional one-eighth would reduce their course load if a $15 course fee were imposed. Of those 11,000 students taking both credit and noncredit courses, approximately 10% would withdraw and another one-third would reduce their course load. There would be a net loss of about one-third in total ADA, and the enrollment losses would be concentrated in nine districts enrolling four-fifths of all noncredit students. Students most affected would be Asians, Hispanics, students less than 30 years old, renters and those who are less educated. There would be only a nominal enrollment impact upon adult schools and regional occupational centers. A detailed analysis of findings is appended. (Author/LAL)

ED 254 326 PS 014 944

State Compensatory Education Annual Report, 1982-83.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

PUB DATE- Nov 83
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Educational Finance; Elementary Secondary Education; Grade 3; Grade 4; Grade 5; Grade 6; Grade 10; Minimum Competency Testing; Outcomes of Education; *Program Evaluation; Remedial Mathematics; *Remedial Programs; Remedial Reading; *School Funds; School Personnel; State Aid; *State Programs
IDENTIFIERS- *Georgia

This document compiles compensatory education program data submitted to the Georgia State Department by local school systems in their 1982-83 annual reports. The first section describes state administration of grant funds (i.e., appropriations bills, procedures for allocating funds, program plans, and program monitoring). Specifically mentioned are the effects on local programs of reducing funds for elementary children and appropriating funds for students who failed the tenth grade Georgia Basic Skills Test. The next section provides an overview of local school system annual reports. Information is given on personnel hired; numbers of students served; service delivery models; state expenditures for personnel, materials and staff development; program funds provided by local school districts; average number of hours of weekly instruction; and adult/child ratio. The last section gives information about program effectiveness. Third- through eighth-grade student gains in mathematics and reading are summarized for those school systems reporting student achievement in terms of Normal Curve Equivalents. Tenth-grade student gains are assessed in terms of the numbers of students who were able to pass the Basic Skills Test after compensatory education. (CB)

ED 254 367 RC 015 177

Lovett, Ollie M.

PATHWAYS: An Adult Pre-GED Reading Skills Workbook. Level III.

Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 84
NOTE- 91p.; For related documents, see RC 015 172-184.
GRANT- G008201011
AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721 N. Central Ave., #814, Phoenix, AZ 85004 ($4.75).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; American Indian Culture; *American Indian Education; *American Indian Literature; High School Equivalency Programs; *Reading Comprehension; Reading Instruction; *Reading Skills; *Relevance (Education); *Study Skills; Tribes; Units of Study; Vocabulary; Workbooks; Writing Instruction; Writing Skills
IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

Utilizing Southwestern Indian myths, legends, poems, history, and information on religious beliefs, architecture, fine arts, music, dance, and social practices, this Pre-GED (General Educational Development) Level III reading skills workbook, part of the PATHWAYS Curriculum, provides a culture-based GED preparatory reading and writing curriculum for Indian adult education students. The workbook emphasizes student-generated writing, which is achieved in two ways: the student is asked to write brief, one-sentence answers to questions in the exercises, and the student is given instruction and practice in composing short narratives as well as paragraphs. The four units of study and lessons presented in each unit are as follows: word analysis (prefixes, suffixes, and root words); vocabulary (using context clues, synonyms, antonyms, and homonyms); comprehension (identifying the main idea, identifying cause and effect, drawing conclusions, distinguishing between fact and opinion, figurative language); and study skills (map and graph reading, summarizing and skimming, parts of newspaper and reading want ads, test taking skills). Each lesson contains an explanation of the skill to be learned, an example of the skill, an illustration, questions pertaining to the lesson, and a unit test. A glossary of terms concludes the workbook. (REB)

ED 254 437 SO 016 200

Diamond, Sandra; Riekes, Linda
Newspapers and Law-Related Education. Grades 10-12.
Saint Louis Globe-Democrat, MO.; Saint Louis Post-Dispatch, MO.; Saint Louis Public Schools, Mo.
SPONS. AGENCY- American Bar Association, Chicago, Ill. Special Committee on Youth Education for Citizenship.; American Newspaper Publishers Association Foundation, Washington, D.C.
PUB DATE- 81
NOTE- 44p.; For guide for grades 5-9, see SO 016 199. Several newspaper reproductions contain small print that may not reproduce clearly.
AVAILABLE FROM- American Newspaper Publishers Association Foundation, P.O. Box 17407, Dulles International Airport, Washington, DC 20041 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict Resolution; Consumer Education; Crime; Criminal Law; Delinquency; Due Process; Freedom of Speech; High Schools; Laws; Learning Activities; *Legal Education; Models; *Newspapers
IDENTIFIERS- *Law Related Education; *Newspaper in Education Program

Designed to assist teachers of students in grades 10-12 who wish to use the newspaper as a supplemental tool in law-related education, this guide provides model lessons demonstrating ways in which the daily newspaper can enhance textbook material. Although the guide is based on ongoing law-related education programs in St. Louis Public Schools, it can easily be adapted to fit most law-related education courses. Articles included in the guide are intended as examples to illustrate the type of article that could be found in any daily newspaper; teachers will want to use current articles from local newspapers with each lesson. The first of two sections illustrates how different parts of the newspaper (e.g., news, features, comics, advertisements, business and finance, sports) can be used in teaching a variety of law-related concepts. Model lessons have been developed for each part of the newspaper, as well as suggestions for developing lessons. Section II provides model lessons for educators in five law-related areas: criminal law, consumer law, family law, housing law, and individual rights law. The document concludes with a list of law-related texts and resources. (LH)

ED 254 056 EC 172 052

Implementation of Public Law 94-142 : The Education of the Handicapped Act. Seventh Annual Report to Congress.

Special Education Programs (ED/OSERS), Washington, DC. Div. of Educational Services.

PUB DATE- 85

NOTE- 311p.; For other annual reports in this series, see ED 245 526, ED 231 179, ED 215 553-554, ED 179 070, and ED 175 196.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Compliance (Legal); *Disabilities; Elementary Secondary Education; *Equal Education; *Federal Legislation; Program Evaluation; *Program Implementation; State Federal Aid; State Programs

IDENTIFIERS- *Education for All Handicapped Children Act

The report examines progress made in implementing requirements mandated by the Education of the Handicapped Act (EHA) as amended by P.L. 98-199, and provides a detailed examination of the activities during school year 1983-84. The report notes the continuing shift in emphasis to quality programing, and includes additional information on discretionary programs authorized under EHA. Data are presented on the following four topics (sample subtopics in parentheses): (1) students receiving a free appropriate public education (numbers served, services to preschool, secondary, and postsecondary students); (2) implementation of provisions assuring the rights of handicapped children (least restrictive environment, related services, comprehensive system of personnel development); (3) assistance to states and localities in educating all handicapped children (technical assistance, expenditures for special education); and (4) efforts to assess and assure program effectiveness (federal, state, and local evaluation efforts). Extensive appendixes are also presented. (CL)

ED 254 086 FL 014 883

Laska, Patricia
Senior High Health Supplement for Laotian Students. English/Laotian.
Rochester Public Schools, Minn.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
PUB DATE- 17 Aug 84
NOTE- 153p.; Translated by Mar Lee and Boonthy Thammavongsa. Some pages have small or faint print.
LANGUAGE- English; Lao
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Alcohol Education; Cultural Context; Drug Education; *Health Education; Health Materials; High Schools; Holistic Approach; *Hygiene; Immigrants; Instructional Materials; Interpersonal Communication; Interpersonal Competence; Limited English Speaking; *Mental Health; *Physical Health; *Sex Education

A volume of materials for limited English-speaking native Lao-speaking students designed to supplement a high school health education course contains a series of chapters in English, with each page faced by a translation in Lao. The topics covered include a holistic approach to health and wellness, interpersonal relations, emotions, stress, suicide, the American conception of death and funerals, the family unit, family violence, rape and acquaintance rape, chemical substances and their pharmacological effects, alcohol and its effects, human sexuality, the reproductive system, menstruation, conception and fetal development, the birth process, birth defects, premarital pregnancy, sexual variations, and sexually transmitted diseases. A brief bibliography is included. (MSE)

ED 254 199 IR 011 511

Dale, Evelyn J.
Logo's Problem-Solving Potential.
PUB DATE- 83
NOTE- 13p.; Paper presented at the National Educational Computing Conference (Dayton, OH, June 13-15, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computers; *Educational Objectives; *Intellectual Development; Intelligence Differences; *Problem Solving; *Programing; Programing Languages; *Teaching Methods
IDENTIFIERS- Blooms Taxonomy; Computer Uses in Education; Feuerstein (Reuven); *LOGO Programing Language

Given the uncertainty of the future and the rapidity with which computer technology is changing, a generalist position on the objectives of educational computing is desirable. This position insists that learning how to think and solve problems is the foundation of education and suggests that basic learning needs to be an integral part of the broader educational purpose. Logo computer language promotes learning by being accessible, interactive, and extensible. Children use Bloom's six levels of thinking (knowledge, comprehension, application, analysis, synthesis, and evaluation) when working with Logo. Reuven Feuerstein, whose work assumes that intelligence can be improved, found that students labeled retarded lack the ability to orient themselves to other objects, identify problems, see relationships, make comparisons, and/or plan and organize; Logo can be used to help develop those abilities. Teachers must work with students, help students to define problems in simple terms, require work records, and encourage students to develop their own projects and long range goals. Logo is built upon a compelling educational philosophy, and offers a way to achieve difficult but worthwhile educational goals. Five references are listed. (LMM)

McLaughlin, Pamela
Managing Computer Software Collections. ERIC Digest.
ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 26 Nov 84
NOTE- 3p.
CONTRACT- 400-77-0015
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Bibliographies; *Cataloging; *Computer Software; Databases; *Guidelines; *Library Catalogs; *Library Technical Processes; *Microcomputers; Nonprint Media; Online Systems
IDENTIFIERS- American Library Association Filing Rules; ERIC Digests

This information digest discusses current issues in the management of software collections and outlines several possible options for the cataloging and processing of microcomputer software and courseware. A statement of the problem indicates that treatment of microcomputer software is highly dependent on the type of library, size of the collection, variety and purpose of the collection, type of access to be provided, and type of organization. The "Guidelines for Using AACR2 Anglo-American Cataloging Rules Second Edition , Chapter 9 for Cataloging Microcomputer Software," published by the American Library Association, are described briefly, including sources of bibliographic information; title and statement of responsibility area, general material designation; edition; file description; and notes. Examples of other procedures that have been developed are noted, including those of the American Association of School Librarians, the Ohio Media Association, and the North Carolina State Department of Public Instruction. Other promising practices identified include the use of database management software for microcomputers to create online catalogs, produce master lists for circulation, and create charts. A 15-item bibliography is provided. (LMM)

ED 254 256 IR 051 059

Cronin, Mary J.
Performance Measurement for Public Services in Academic and Research Libraries. Occasional Paper Number #9.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Feb 85
NOTE- 39p.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 (free to ARL members and SPEC subscribers; $15.00 per copy to
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; *Evaluation Criteria; *Evaluation Methods; Higher Education; *Library Services; Models; *Performance Factors; Research Libraries; Research Methodology
IDENTIFIERS- *Performance Based Evaluation

This paper defines performance measurement as the clarification of objectives and standards, identification of key activities, data collection and analysis, and formative evaluation of services. It then examines some of the factors involved in using performance measurement to evaluate public services activities, and analyzes performance measurement in three parts. The first part provides a general background on current evaluation theory. Building on this theory, the second part applies performance measurement to existing library activities through a model. The concluding section looks at the forces for and against public services performance measurements and future trends. The bibliography includes a selection of articles related to performance measurement; those relating to public services are grouped according to library functions (circulation, reference, etc.), and particularly useful methodologies or approaches are noted in the annotations. (THC)

Hayward, Gerald
Preparation and Participation of Hispanic and Black Students: A Special Report.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Mar 85
NOTE- 10p.; In its: Chancellor's Report, p4-11, March 7-8, 1985.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Community Colleges; *Enrollment Trends; *Hispanic Americans; State Surveys; Statewide Planning; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

Arguing that there is a growing gap between the goal of providing equal educational opportunity for Blacks and Hispanics in postsecondary education in California, and the state's past and projected ability to reach that goal, this report examines the extent of the dual problem of underpreparation and underparticipation of Black and Hispanic community college students; and the major cooperative opportunity that exists within new legislative requirements. Following introductory comments, the paper reviews research findings concerning the racial and ethnic composition of California's population; the participation rates of minorities in the educational continuum; the transfer rates of Black and Hispanic students from two- to four-year colleges; and the effects of community college enrollment reductions on this student flow problem. Next, information from a national invitational colloquium hosted by the College Board is cited, providing a statistical overview of unemployment rates, educational participation, persistence rates at the postsecondary level, and discipline representation for Black students. Finally, a history of legislative efforts to improve the quality of academic preparation for postsecondary education and to maintain the representative participation of lower income and minority groups is presented, with special focus on Assembly Concurrent Resolution 83, which calls for a strengthening of the college preparation of low-income and minority students and an expansion of the academic and support services required to increase transfer and graduation rates among these groups. Statistical data are appended. (LAL)

ED 254 299 PS 014 475

Golub, Judith S.; And Others

A Comparison of Discipline Techniques of Daycare and Nondaycare Parents.

PUB DATE- Apr 84
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; Comparative Analysis; *Day Care Centers; *Discipline; Early Childhood Education; *Parent Child Relationship; *Parent Role

This study describes discipline practices, attitudes, beliefs, and other characteristics that may differentiate parents of children in day care from those parents who care for their children at home. Adult-child ratio, staff continuity, and staff training were used as quality-of-care indices. A total of 89 families with target children between 18 to 36 months were sampled. It was found that 32 families used day care centers identified as high quality, 25 families used day care centers identified as low quality, and 32 families did not use day care services. In the course of being interviewed, parents provided information concerning the discipline techniques they used and their attitudes and beliefs about discipline. Findings indicated that the relationship between day care attendance and later outcomes may be more complex than originally felt. Parents' behavior at home differed according to whether or not their child attended day care. Since techniques appeared to differ by age of the child and parents responded most punitively to the behavior of 30-month-old boys, the age of the child's entry into day care and the sex of the child were assumed to be important factors. Finally, parents' knowledge of and experience with children were found to be related to their behavioral and emotional responses to their children's behavior. References, tables and figures are appended. (AS)

ED 254 340 PS 014 965

Baker, Betty Ruth

Microcomputers for Young Children: Procedures and Practices in the Laboratory Classroom.

Baylor Univ., Waco, Tex.

PUB DATE- 84

NOTE- 13p.; Prepared in the School of Education.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Computer Software; *Curriculum Development; Early Childhood Education; Guidelines; *Lesson Plans; *Microcomputers; Preservice Teacher Education; Programing; *Young Children

These guidelines are designed to give preservice teachers information to use in selecting techniques and planning learning experiences for young children in the microcomputer laboratory. The main purpose of this laboratory experience is for children to develop computer awareness/literacy and keyboard knowledge, and to improve skills in following directions. A list of 22 computer terms is given as an aid in developing computer literacy. Computer techniques used with young children include computer-assisted instruction (drill and practice, tutorial, and simulation) and programming. Twenty-one computer programs for young children are very briefly described in terms of their subject matter and educational goals (availability information is not provided). Steps are given for planning the use of the computer center. Guidelines conclude with suggestions on ways to use computers with young children and a list of more than 30 activities to teach children about computers and their function in society. (CB)

ED 254 354 RC 014 929

Toney, Michael B.; And Others

Consistency between Personal Residential Expectations and Parental Preferences as Perceived by Metropolitan and Nonmetropolitan Youth in Utah.

PUB DATE- Aug 83

NOTE- 17p.; Paper presented at the Annual Rural Sociological Society Meeting (Lexington, KY, August 17-20, 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; *Expectation; *High School Seniors; *Parent Child Relationship; *Place of Residence; Religious Factors; *Rural Urban Differences; Secondary Education; *Student Attitudes

IDENTIFIERS- Mormons; *Utah

Consistency between personal residential expectations and parental preferences was analyzed through results from 1,957 nonmetropolitan and 1,347 metropolitan questionnaires from Utah's 1980 graduating high school seniors. Students responded to two questions asking where they thought their parents/guardians wanted them to live after graduation and where students thought they would live after graduation. There were significant differences between the percentage of youth expecting to stay in their home community and the percentage perceiving their parents as wanting them to stay. Of the metropolitan youth, 65.9% expected to stay in their current county while 79.9% perceived their parents as wanting them to stay. Of the nonmetropolitan youth, only 41.2% expected to stay while 56.1% perceived their parents as wanting them to stay. Differences between various measures (sex, religion, family status, length of residence) and each of the two dependent variables (personal expectations and perceived parental preferences) across the metropolitan and nonmetropolitan settings were significant. Among metropolitan and nonmetropolitan seniors the perceived parental preferences and personal expectations were more often consistent for Mormons than for non-Mormons. The metropolitan-nonmetropolitan discrepancy between parental preferences and personal expectancy among those perceiving their parents as wanting them to stay suggests that nonmetropolitan areas are less appealing to youth than to their parents. Four tables and a page of references conclude the report. (BRR)

Minnesota Migrant Education Program 1983 Evaluation Report. Title I/Chapter I ECIA Migrant Education.

Minnesota State Dept. of Education, St. Paul.

SPONS. AGENCY- Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE- 83
NOTE- 69p.; For related documents, see ED 188 830 and RC 015 203.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Agency Cooperation; *Ancillary School Services; Educational Cooperation; Education Service Centers; Elementary Secondary Education; Information Dissemination; Migrant Adult Education; *Migrant Education; *Migrant Programs; Parent Participation; Preschool Education; Staff Development; *State Programs; Summer Programs
IDENTIFIERS- Credit Accrual; ECIA Chapter 1 Migrant Programs; *Minnesota

During 1982-83, the Minnesota Migrant Education Program provided an array of individualized instructional and support services to 2,663 students aged 0-21 years. Program emphases were designated as improvement in academic achievement, expansion of secondary programs, and parental involvement. The program provided an intensive, short-term, full day, comprehensive academic program during the summer agricultural season, and an individualized, supplemental tutorial program during the regular school year. Summer projects included a preschool component for ages 0-5 and an elementary component for ages 5-21. Nine projects included a secondary evening component for ages 12-21. Summer projects emphasized oral language development and individualized instruction in reading and mathematics. Secondary evening programs allowed students to earn credit or accumulate hours toward partial credit for coursework completed during the summer in order to fulfill high school graduation requirements. Focusing on the activities and achievements of the summer and regular school year projects, this report lists the national and state goals for migrant education and presents information on identification and recruitment; staff development and project personnel; student academic achievement; parental involvement; interagency, interstate, and intrastate cooperation; information dissemination activities; and special projects. (NQA)

ED 254 071 FL 014 817

Rogers, David-F.
Interference lexicale dans la langue quebecoise rurale (1900-1950) (Lexical Interference in Rural Quebec's Language, 1900-1950).
Laval Univ., Quebec (Quebec). International Center for Research on Bilingualism.
REPORT NO.- ICRB-B-139; ISBN-2-89219-147-5
PUB DATE- 84
NOTE- 121p.
LANGUAGE- French
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- English; Foreign Countries; *French; *Interference (Language); *Linguistic Borrowing; Morphology (Languages); Phonology; *Regional Dialects; *Rural Areas; Semantics; Spelling; Translation; *Vocabulary
IDENTIFIERS- *Quebec

A study of rural Quebec's language showed that by comparison with the urban version, it is less influenced by anglicisms, and the borrowing that has occurred is not solely of terms of civilization designating objects or notions susceptible to exchange between anglophones and francophones in Quebec. Certain anglicisms seem to have become integrated into rural Quebecois in diverse domains, including forestry, business and commerce, and industry, and have stayed outside the realm of family and farm life. In other cases it seems that English words have been adopted to fill gaps in French vocabulary. The study's report outlines the characteristics of both monomorphemic and polymorphemic borrowings, including: (1) the mechanisms of interference, both the borrowing of entire words and the borrowing of meaning only; (2) interlinguistic coincidences; and (3) modes of adaptation of borrowings (phonetic, graphemic, morphological, morphosyntactic, and semantic). The overall balance of lexical interference and the prospects for persistence or disappearance are also discussed. An appendix contains tables of the frequency and distribution of a variety of borrowings, and a bibliography and an index of borrowed terms are also included. (MSE)

ED 254 129 HE 018 025

Balestri, Diane; And Others

High Tech, Low Tech, No Tech: Three Case Studies of Computers in the Classroom.

American Association for Higher Education, Washington, D.C.

PUB DATE- Dec 84
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- Case Studies; College English; *Computer Assisted Instruction; *Computer Oriented Programs; Computer Software; Economics Education; Higher Education; Medical Education; *Problem Solving; Programing; Technology Transfer; *Textbooks; *Writing (Composition)
IDENTIFIERS- *Spreadsheets

The use of computer technology in solving critical problems in education is described in three case studies. The "high tech" case is considered by Donald Thursh of the University of Illinois, who is creating a computerized textbook of pathology. The organization of an electronic text can be individualized to suit an instructor's emphasis, the student's knowledge level, or a clinician's specific needs. New information can be located and existing frame content can be easily revised. Extensive cross-referencing of information is accomplished without distracting users. The content expert works in ordinary English and maakes changes without programming competence. The "low tech" approach is described by Harold Cochrane of Colorado State University, who has adapted commercial spreadsheet software for use on microcomputers in his economics classroom. With these spreadsheets, students can solve problems and can see the intent of an economic model, its construction, and the sensitivity of the results to given information. Finally, the "no tech" case is considered by Diane Balestri of Bryn Mawr College, who has structured her freshman writing course around a metaphor of computer programming, with no machinery in the classroom. Students who are organizing and writing compositions are taught to use the same problem-solving and program-building techniques that they learn in a Pascal programming course. (SW)

ED 254 185 HE 018 181

Bjork, Lars G.
The Entrepreneurial University: A Case Study of the University of New Mexico in a Competitive Research Environment, 1972-1978.
PUB DATE- Feb 85
NOTE- 116p.; For related document, see HE 018 182.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Change Strategies; College Faculty; Competition; Energy; Federal Aid; *Financial Support; Fund Raising; *Government School Relationship; Higher Education; *Organizational Change; Political Influences; Public Relations; Reputation; *Research Projects; Scholarship; *State Universities
IDENTIFIERS- Ethnohistorical Approach; *Research Universities; *University of New Mexico

Factors affecting the emergence of the University of New Mexico as a research institution in a period of increased competition for research support are discussed. The case study covers the period of 1972-1978 and focuses on the development of the Office of the Vice President for Research and its entrepreneurial activities, including its increased utilization of political action, interorganizational cooperation, and the creation of an image of itself as a research university. Attention is directed to internal demands for increased support of research activities as well as competition for external support from the U.S. Energy Research and Development Administration. The institution's participation in a university consortium to manage the Los Alamos Scientific Laboratory occurred during a period when the laboratory was emerging as a significant competitor for federal energy research support. An overview of the linkages between universities and the federal government is included, along with information on the ethnohistorical approach used in collecting the data for the case study, which is designed for use in graduate student seminars. (SW)

Ahluwalia, Rajesh; Duchesne, Roddy

Computerized Library and Information Network Contracts. Proposed Guidelines and Definitions. Canadian Network Papers Number 8 = Les Contrats de Reseaux de Bibliotheques et d'Information Telematiques. Principes Directeurs et Definitions Proposes. Documents sur les Reseaux Canadiens Numero 8.

National Library of Canada, Ottawa (Ontario).
REPORT NO.- ISBN-0-662-53423-9
PUB DATE- Dec 84
NOTE- 77p.
AVAILABLE FROM- National Library of Canada, Public Relations Office, Publications Section, 395 Wellington Street, Ottawa, Ontario, Canada K1A 0N4.
LANGUAGE- English; French
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Contracts; Databases; Foreign Countries; Guidelines; Library Automation; *Library Networks; *Producer Services
IDENTIFIERS- *Canada; Database Producers; *Vendors

Based on a directive from the National Advisory Board of Canada, this paper provides a set of definitions and guidelines which Canadian libraries may choose to use in negotiating their contracts with database suppliers, vendors, and other information and bibliographic services. The report is intended to: (1) provide a basis for understanding and discussing legal aspects of the network; (2) assist network participants in understanding and dealing with the principal forms of contract that will exist in the emerging network; and (3) foster greater standardization of the forms and terminology employed in the principal types of network contracts. Following an overview in section 1, section 2 provides a contractual model illustrating library and information network contractual relationships. Section 3 presents guidelines relating to the contents of contracts, and section 4 contains conclusions and recommendations. A quick reference checklist of contract subject headings in recommended sequence, selected terms and definitions, two illustrative model contracts, a list of references, and a selective bibliography are appended. Text is presented in both English and French. (THC)

ED 254 242 IR 051 044

Newman, Joan; Motomatsu, Nancy
Research Goes to School II: How to Go On-Line to the Information Database.
Washington Office of the State Superintendent of Public Instruction, Olympia. KNOW-NET Dissemination Project.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jan 85
NOTE- 67p.; For related document, see ED 237 114.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Databases; *Educational Research; Elementary Secondary Education; Information Networks; Information Retrieval; Information Seeking; *Information Services; *Information Sources; Microcomputers; *Online Searching; Online Systems; *Research Utilization; Search Strategies
IDENTIFIERS- *Washington

Designed to help educators locate the most up-to-date research and information available for decision making, this handbook summarizes a vast collection of current educational, technical, and sociological information in computer databases. As online information systems multiply and become more consumer-oriented, and as microcomputers and modems become more prevalent in schools, a need has arisen for updated information about searching sources and the searching experiences of individual schools. The five parts of the handbook cover respectively: (1) information sources including "encyclopedic databases" and their vendors (Dialog and BRS), information utilities, and electronic mail and bulletin boards; (2) equipment needed and preparing to search; (3) training for the encyclopedics, assistance with the utilities, and software for searching; (4) management concerns including start up budgets, promotion and service, and recordkeeping and reporting; and (5) searching with students. Numerous appendices include information on databases from BRS and Dialog; lists of sample files available on the Source, CompuServe, and Dow Jones News/Retrieval; ERIC ordering information and forms; information on database access and on journal collections; and examples of a search log and of search request and search evaluation forms. (THC)

ED 254 395 SE 045 400

Smith, Lyle R.
Verbal Clarifying Behaviors, Student Participation, and Student Attitudes in Mathematics.
PUB DATE- Mar 85
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; *Elementary School Mathematics; *Geometric Concepts; Grade 6; Intermediate Grades; *Mathematics Instruction; Mathematics Teachers; *Student Attitudes; Student Characteristics; *Teacher Behavior; *Teaching Methods
IDENTIFIERS- *Mathematics Education Research

The purpose of this study was to examine the combined effects of student participation and of realistic levels of vagueness terms on student achievement and attitudes. Ninety-six sixth graders from a middle school in Georgia were randomly assigned to one of eight groups defined by possible combinations of two teacher uncertainty conditions, two bluffing conditions, and two participation conditions (use or nonuse of a handout). Each group was given a 20-minute audiotaped mathematics lesson on Euler's formula while they observed overhead projections and blackboard demonstrations. Examples of the types of lessons are included. An analysis of variance indicated that student achievement was not significantly affected by uncertainty, bluffing, or participation. However, student attitudes were significantly affected. (MNS)

ED 254 101 FL 014 905

Baker, Reid
The Foreign Language Articulation Task Force Survey: A Report.
PUB DATE- 84
NOTE- 9p.; In: Snyder, Barbara, Ed. Look Out World, Here We Come! See FL 014 904.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Admission Criteria; *Articulation (Education); College Admission; *College Preparation; *College School Cooperation; Higher Education; Language Proficiency; *Language Skills; Language Teachers; Secondary Education; *Second Language Instruction; State Surveys; *Statewide Planning; Teacher Attitudes
IDENTIFIERS- *Ohio

A March 1980 statewide survey of the membership of the Ohio Modern Language Teachers Association asked their opinion of the importance and achievability of specific language competencies being considered for statewide application in high school college preparatory programs. The findings from 241 secondary and college-level teacher responses showed substantial support for the competency criteria, with most indicating that they thought the criteria designated for two years of study were important for all students and those designated for three or more years of study were important for college-bound students. There was somewhat less agreement about the achievability of competencies, although responses reflected the belief that the higher the order of skill, the more capable the student had to be to achieve it. Only one skill, oral discussion of the main features of literature, was felt by more than 10% to be inappropriate, and three others were felt to be unachievable as described by a similar percentage. The greatest divergence in opinion was found in the ways in which the foreign language program should encourage acquaintance with the target language's culture. While there was broad general agreement on the importance of study abroad, participation in foreign exchange programs and local ethnic activities, and attendance or sponsorship of language fairs, a significant percentage of respondents either did not respond to these items or felt they were not applicable or were unachievable as described. It is felt that while the survey is an important step in high school-college articulation efforts for foreign language instruction, its results must be interpreted so as to allow flexibility in local program planning and implementation. (MSE)

ED 254 115 HE 017 887

Ediger, Marlow

Correspondence Education.

PUB DATE- 83
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Correspondence Study; Course Content; Educational Demand; Educational History; *Educational Objectives; Higher Education; Student Evaluation; Student Interests

The origin of and need for correspondence education are discussed. Campuses offering correspondence courses need to evaluate both demand for classes and students' personal/educational interests. In developing a curriculum area, attention might be directed to student educational objectives, appropriate learning activities, organizing the curriculum, and evaluating the learner. The faculty member should determine what objectives should be emphasized in the correspondence course: student interests in subject matter, their need for vocational skills and knowledge, or their recreational and artistic interests. A second source for establishing objectives is to study society and implement selected trends in the curriculum, while a third source of educational goals emphasizes what subject matter specialists believe is worthwhile to learn. Correspondence work completed by students should be comprehensively evaluated. For each correspondence lesson completed, the faculty members should consider depth of learning and comprehensive coverage of the subject matter, along with the mechanics of students' writing. Finally, each student should be provided continuous feedback. (SW)

Cade, John
A Learning and Study Skills Manual on Strategies for Academic Survival in College.
Bowie State Coll., Md.
PUB DATE- 84
NOTE- 128p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Decision Making Skills; Educationally Disadvantaged; Guidelines; Higher Education; Memorization; *Notetaking; Objective Tests; Questionnaires; *Study Skills; *Test Wiseness; *Time Management
IDENTIFIERS- *Bowie State College MD

Materials to help disadvantaged students at Bowie State College gain learning and study skills are presented. Guidelines, questionnaires and self-assessment forms, and learning activities on the following subjects are provided: time management, study methods, note-taking and test-taking strategies, and decision-making. Included is the Effective Study Test, which will be used as a pre-test and post-test assessment measure. To help students in time management, charts for scheduling activities are included, with instructions for checking and readjusting available time, along with a checklist for determining what is interfering with study time. Study techniques, including identifying questions, active reading, reciting, and reviewing, are covered. Tips for taking effective notes and three alternative forms (paragraph, sentence, or outline) are considered, along with the Cornell System of Note-Taking. Also covered are approaches to improve listening, outlining, and memorization, including the repeat method of memorization. Examples of test items are included, with instructions on objective and essay tests. The Goal Assessment Survey to evaluate decision-making skills is also provided, along with forms to help students organize educational and career plans. (SW)

Misallocation of Campus-Based Program Funds Resulting from FISAP Error.

Advanced Technology, Inc., Reston, VA.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 21 Dec 84
NOTE- 51p.; For related documents, see HE 018 112-135 and HE 018 138-140. Appendix also appears separately as HE 018 140.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Computation; *Data Collection; Enrollment Rate; *Error Patterns; *Federal Aid; Financial Aid Applicants; Grants; Higher Education; *Quality Control; *Records (Forms); Resource Allocation; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- *Campus Based Financial Aid; College Work Study Program; Department of Education; Higher Education Act Title IV; National Direct Student Loan Program; Supplemental Educational Opportunity Grants

Errors made in the allocation of federal funds to institutions for the three campus-based aid programs specified in Title IV of the Higher Education Act are discussed. Funds are allocated directly to participating colleges, which in turn award the money to students, for the following programs: Supplemental Education Opportunity Grants, College Work-Study, and National Direct Student Loans. Attention is focused on misallocation in the funds caused by misreporting of institutional enrollments on the form entitled the "Fiscal-Operations Report and Application to Participate" (FISAP). Error definitions and data collection problems are considered, and formulas for estimating need and allocation error are included. Potential errors were identified by comparing information submitted by about 250 colleges on the FISAP to comparable data submitted on other documents, particularly the Higher Education General Information Survey, and FISAPs for the previous year. For each institution with a FISAP enrollment error, recalculating the allocation for each campus-based program revealed a small overall change, with many institutions being unaffected. Information is also provided on the calculation of the national error levels, and recommendations for the U.S. Department of Education are included. (SW)

ED 254 271 JC 850 074

Parker, Paul; Parker, Patrick W.
Instructional Leadership: A Profile of Chief Academic Officers in Kansas Community Colleges.
Pittsburg State Univ., KS. Dept. of Curriculum and Administration.
PUB DATE- 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Deans; *Administrator Characteristics; *Administrator Qualifications; *Administrator Responsibility; *Community Colleges; Questionnaires; State Surveys; Two Year Colleges
IDENTIFIERS- *Kansas

A survey was conducted to gather data about the personal characteristics and background of the chief academic officers in Kansas community college districts. A 42-item survey instrument was mailed to each of the chief academic officers, soliciting information on demographic characteristics, educational preparation, prior experience, professional development, and job and community activities. Study findings, based on a 100% response rate, included the following: (1) 84% of the respondents reported that their title was Dean of Instruction; (2) the typical Kansas community college chief academic officer was a white male in his mid-40's, married with one or more children; (3) 90% of the respondents were the product of a public education; (4) relatively few held less than an earned doctoral degree; (5) 80% held their highest degree in educational administration; (6) 95% had previously taught in secondary schools; (7) all respondents were members of academic leadership associations, and 90% were also members of other types of organizations; (8) the respondents' average work day was 10 hours long; and (9) each officer was involved with at least two community or civic organizations. The survey instrument is appended. (LAL)

ED 254 313 PS 014 883

Federal Budget Analysis on Children's Social Services Programs. FY 1985.

Capitol Publications, Inc., Arlington, VA.
PUB DATE- 84
NOTE- 32p.
AVAILABLE FROM- Capitol Publications, Inc., 1300 North 17th Street, Arlington, VA 22209.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; *Budgeting; *Budgets; Committees; Disadvantaged Youth; Early Childhood Education; *Federal Aid; *Federal Programs; Glossaries; Guidelines; Legislators; Nutrition; *Retrenchment; *Social Services
IDENTIFIERS- Congress 98th; Project Head Start; *Reagan Administration

To help subscribers better understand the federal budget, the editorial staff of "Report on Preschool Programs" has prepared this special analysis of the fiscal 1985 budget. The first section presents an overview of President Reagan's fiscal 1985 budget request and reports congressional reactions. Information focuses on the Social Services Block Grant, Head Start, Child Care Food Program, and other nutrition programs, child welfare services, education programs for disadvantaged students, child care tax credits, and tax exempt status for child care centers. The second section explains the congressional budget process--the entry point for congressional decisions on the budget and the first stop for many advocates seeking to influence the shape of the federal budget. The last section provides information on Senate and House Committees of the 98th Congress and on committee members and their aides involved in developing and overseeing federal programs related to children's social services. (RH)

ED 254 327 PS 014 945

Stoudt, Calvin L.
Brazelton Neonatal Assessment for School Psychologists.

PUB DATE- Apr 84
NOTE- 9p.; Paper presented at the meeting of the National Association of School Psychologists (Philadelphia, PA, April 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Measurement; High Risk Persons; Intervention; *Neonates; *Parent Child Relationship; *Professional Training; *Psychological Evaluation; Psychometrics; Psychomotor Skills; *School Psychologists; Social Development
IDENTIFIERS- *Brazelton Neonatal Behavioral Assessment Scale

This speech addresses the "What," "Why," and "How" of Brazelton Neonatal Assessment Training for school psychologists. "What" concerns the Brazelton Neonatal Behavioral Assessment Scale, its administration, and what it assesses. Based on the best performance, the infant's score on this scale is scored in the context of six states of consciousness (from deep sleep to wide awake and crying). The scale provides an opportunity to assess neurological integrity, the relative strength and sensitivity of the infant's response modalities, and patterns of interaction with other persons. "Why" concerns the rationale for the test's use by school psychologists. Bonding and attachment between parent and child can be enhanced by using the test to introduce the parents to the child in the first days of life. This aspect of the test is particularly helpful in instances in which the parents are at risk to contribute to failure to thrive as well as in those instances in which the child is at risk. School psychologists trained in this technique can greatly influence the relationship between parent and child and can also participate in intervention research. "How" focuses on suggestions for acquiring training and reliability certification in the administration and interpretation of the scale. While formal courses are available, it is also possible to train oneself with the cooperation of a local hospital and obtain certification through Children's Hospital in Boston, Massachusetts. Once this level of proficiency is attained, the psychologist can share his or her skills by teaching others. (CB)

Lovett, Ollie M.
PATHWAYS: An Adult Pre-GED Reading Skills Workbook. Level III. Teacher's Guide.
Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 84
NOTE- 37p.; For related documents, see RC 015 172-184.
GRANT- G008201011
AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721 N. Central Ave., #814, Phoenix, AZ 85004 ($4.95).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; American Indian Culture; *American Indian Education; American Indian Literature; Course Objectives; High School Equivalency Programs; *Reading Comprehension; Reading Instruction; *Reading Skills; Relevance (Education); *Study Skills; *Supplementary Reading Materials; *Teaching Methods; Tribes; Units of Study; Vocabulary; Writing Instruction; Writing Skills
IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

The teacher's guide for the Pre-GED (General Educational Development) Level III reading skills student workbook path of the PATHWAYS Curriculum contains a concise explanation of each skill, suggested teaching strategies, answers to the exercises, and a list of available commercial materials that may be used to supplement the exercises for each lesson. Lessons deal with the components of the following topics: word analysis, vocabulary, comprehension, and study skills. The guide presents detailed, step-by-step instructions for implementing the suggested strategies, which may be used for both individualized and group instructional settings. The preface describes in detail the components of the culture-based GED preparatory reading and writing curriculum for American Indian adult education students. (ERB)

ED 254 410 SE 045 425

Berlin, Donna F.; White, Arthur L.

Computer Simulations and the Transition from Concrete Manipulation of Objects to Abstract Thinking.

PUB DATE- 85
NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Cognitive Processes; *Computer Simulation; *Concept Formation; Cultural Differences; Elementary Education; *Elementary School Science; Grade 2; Grade 4; Models; *Object Manipulation; Racial Differences; Science Education; *Sex Differences
IDENTIFIERS- Science Education Research

This study explores a learning model which suggests that a concept is acquired first through manipulation of concrete objects followed by transformation of the concrete objects into semi-concrete representations, followed by internalization of the concept through abstract representations. Microcomputer simulations of manipulative activities were used to determine how children differ in their use of science-process skills and concepts when using the simulations compared to using the concrete materials, or a combination of simulations and concrete materials. Subjects included 113 children distributed according to male and female, second- and fourth-grade level, and socio-cultural site. Criterion measures assessed the children's ability to: recognize and duplicate a design; recognize and extend a pattern; and locate objects in space. Results indicate that: (1) fourth graders performed better than second graders; (2) rural, white children performed better than suburban, black children with activities involving the computer; (3) rural, white girls performed better than suburban, black girls using concrete-only activities; and (4) rural, white boys using activities involving the computer performed better than suburban, black girls using concrete-only activities. These findings suggest that concrete and computer activities have different effects on children depending upon their socio-cultural background and upon their sex. (Author/JN)

ED 254 424 SE 045 444

Suydam, Marilyn N., Comp.; And Others
Alternative Courses for Secondary School Mathematics.
National Council of Teachers of Mathematics, Inc., Reston, Va.

REPORT NO.- ISBN-0-87353-222-8
PUB DATE- 85
NOTE- 62p.; Compiled by the Committee to Implement the Recommendations of "An Agenda for Action."
AVAILABLE FROM- National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091 ($4.50 each; 10 or more copies 20% off list price).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - General (130)
DESCRIPTORS- *Course Descriptions; *Curriculum Development; Educational Change; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Mathematics Materials; Objectives; Secondary Education; *Secondary School Mathematics; Student Characteristics; Surveys; Teaching Methods

This booklet was designed to provide information on secondary school mathematics courses being developed or revised, reinforcing a National Council of Teachers of Mathematics recommendation calling for "a flexible curriculum with a greater range of options." A survey of mathematics supervisors led to the identification of over 450 persons who might be developing new courses; 147 replies were received, of which 74 courses were selected for this publication. Courses are presented in 12 categories: advanced mathematics, algebra, applications, business mathematics, computer mathematics, consumer mathematics, general mathematics, geometry, integrated mathematics, problem solving, statistics, and technical mathematics. For each course, information on 19 points are given: title of course, grade level(s)/length, site, date first taught, students allowed to enroll, why developed, objectives, prerequisites, course it precedes, persons involved in development, materials used, community resources utilized, teaching modes, special teaching skills/experience, number of students enrolled/completing, evaluation or indication of success, changes considered, course outline and topic/time, and contact person. Some sequences of courses are also listed. (MNS)

ED 254 087 FL 014 884

Belanger, Bagriana
Suggestopeadia and Teacher Training.
PUB DATE- Jan 85
NOTE- 10p.; Paper presented at a symposium of the International Association for Accelerative Learning (2nd, Rio de Janeiro, Brazil, January 17-23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acceleration (Education); *Classroom Environment; Classroom Techniques; Educational Strategies; Holistic Approach; Instructional Improvement; Instructional Materials; *Second Language Instruction; *Suggestopedia; *Teacher Education; *Teacher Effectiveness; *Teaching Methods

The advantages that the suggestopedic method of teaching holds for instructional quality are outlined in the context of its use in second language instruction. Important aspects of suggestopedia include: (1) its provision of a dynamic, lively, enthusiastic classroom atmosphere that promotes motivated participation; (2) a holistic approach to the individual's personality that attempts to explore and harness the student's full intellectual potential; (3) the eclectic combination of methods into an initiative-cognitive synthesis; (4) the use of interesting texts that combine language and cultural studies; and (5) the use of an avant-garde, psycholinguistic approach. It is suggested that in order to use the method effectively, the teacher requires additional training and must adopt a new attitude toward mistakes and reduce considerably the time spent on repetitive drills and grammar exercises. (MSE)

Office of Student Financial Aid Quality Improvement Program: Design and Implementation Plan.

Advanced Technology, Inc., Reston, VA.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- Jul 83
NOTE- 160p.; For related documents, see HE 018 112-135 and HE 018 137-140.
CONTRACT- 300-80-0952
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Role; *Delivery Systems; Error Patterns; Evaluation Methods; *Federal Aid; Higher Education; *Improvement Programs; Management Information Systems; Need Analysis (Student Financial Aid); *Program Evaluation; Program Implementation; *Quality Control; Records (Forms); *Student Financial Aid; Technical Assistance
IDENTIFIERS- *Department of Education

The purpose and direction of the quality improvement program of the U.S. Department of Education's Office of Student Financial Aid (OSFA) are described. The improvement program was designed to develop a systematic approach to identify, measure, and correct errors in the student aid delivery system. Information is provided on the general approach to quality improvement developed during the Pell Grant Quality Control Study. The approach included targeting technical assistance on high error-prone areas; and emphasizing both manual and automated quality control (QC) measurement as well as the development of evaluation measures. The design for the OSFA improvement program is reviewed, with attention to institutional QC, external QC, internal OSFA QC, and a QC management information system. Critical targets for internal quality improvement are identified and measures are proposed. Also considered are the role of the corrective action component of the quality improvement program, an implementation plan for the program, and priorities for ongoing quality improvement. Appended are an overview of the QC management information system, a list of current delivery system activities, and Guaranteed Student Loan manual interest billing forms.(SW)

ED 254 300 PS 014 476

Howes, Carollee; And Others
Continuity in Socialization Experiences in Home and in Day Care.
PUB DATE- Apr 84
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984). Best copy available.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Comparative Analysis; *Day Care Centers; Discipline; *Educational Quality; Expectation; *Family Environment; Parents; *Social Behavior; *Socialization; Standards; Teachers; *Toddlers
IDENTIFIERS- *Continuity; Discontinuity; Social Interaction
A study was conducted to examine continuities and discontinuities in the socialization experiences of toddler-age children attending day care. Interaction between adults and children during socialization episodes was observed in home and day care settings. Parents rated their extent of agreement with the teacher regarding discipline and the extent to which they believed agreement between parent and teacher was important. Also examined was whether relationships between particular types of initiations and responses by adults and children were different in the two environments. Participating were 57 families with a child in one of four age groups: 18, 24, 30, and 36 months. A total of 32 families used centers identified as being high quality, and 25 used centers identified as being low quality. Results indicated that parents and children, and teachers and children, were engaged in negotiating a compliance episode once every 3 minutes. Socialization episodes occurred as frequently in the day care center as at home. Children made a higher percentage of negative initiations at home than in day care and a higher percentage of positive initiations in day care than at home. As compared with the home setting, a greater percentage of discipline episodes occurred in day care. Parents perceived themselves as very similar to teachers in standards for behavior and discipline. Age differences in initiation of requests and compliance were found, and continuity between home and center was found to be modified by type of center. Nine tables providing data analysis are appended. (RH)

ED 254 341 PS 014 971

Lau, Anne
A Study of the Salaries and Compensations of Child Care Workers in Hawaii County, State of Hawaii.
PUB DATE- 84
NOTE- 84p.; Master's Thesis, University of Hawaii.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Administrators; *Child Caregivers; Comparative Analysis; *Day Care Centers; Early Childhood Education; Federal Programs; *Fringe Benefits; Nonprofit Organizations; Occupational Information; Professional Recognition; Proprietary Schools; Questionnaires; School Aides; School Surveys; *Teacher Salaries; *Work Environment
IDENTIFIERS- *Hawaii (Hawaii County); Head Teachers

The purpose of this study was to gather information regarding salaries and fringe benefits received by child care center personnel in Hawaii County, Hawaii. All 42 centers licensed by the Department of Social Services and Housing were surveyed. Directors from 38 centers responded to a two-page questionnaire. The information collected revealed a field with many educated personnel receiving low salaries, few benefits, and little opportunity for salary increase. Although half of the personnel had 2 or 4 years of postsecondary education, salaries began as low as the minimum wage for directors, teachers, and aide positions. Nonprofit programs generally paid higher salaries than those centers seeking profits. Over half of the centers provided some health coverage, paid sick leave, breaks, holidays, preparation time, written job descriptions, inservice training, and allowances for outside classes. Few centers provided paid maternity or personal leave, paid vacations, or a retirement plan. The study also revealed a high staff turnover rate (19.3 percent). Appended are sample questionnaires used for salary studies, the salary and benefits survey questionnaire, suggested questionnaire modifications, and a discussion of strategies to raise compensations for child care workers. (Author/RH)

Fowler, Clifford F.; Peters, Joanne
The Mobile Manual Arts Unit in South-West Queensland. Priority Country Area Program Evaluation Series: Report No. 11.
Priority Country Area Program Office, Brisbane (Australia).
SPONS. AGENCY- Australian Schools Commission, Canberra.
REPORT NO.- ISBN-0-7242-1280-9
PUB DATE- Aug 83
NOTE- 95p.; For related documents, see ED 224 681 and ED 242 453.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Distance; *Educationally Disadvantaged; Elementary Secondary Education; Foreign Countries; *Industrial Arts; Itinerant Teachers; Metal Working; *Mobile Educational Services; Outreach Programs; Plastics; *Program Effectiveness; Program Evaluation; *Rural Areas; Rural Education; *School Shops; Welding; Woodworking
IDENTIFIERS- *Australia (Queensland)

Begun in 1978 to bring manual arts experience to children in Queensland's "disadvantaged country areas," the Mobile Manual Arts Unit by the end of the 1980 school year had visited 16 separate locations, involving 25 different schools. A total of 727 students had participated (out of a target population of 992 pupils) and a total of 259 contact days had been achieved. Traveling in the South-West and Central Priority Country Area Program (PCAP) areas--the south-west region alone exceeds 318,000 square kilometers--the two workshops and their auxiliary vehicles form a fully equipped manual arts center for work in wood, metal, plastics, or welding. Capital expenditure during 1977-1980 was $191,700. During 1979-1980, equipment, material, staff, and vehicle running costs were $87,600, rising to $101,000 for the 1981-1982 financial year. In addition to working with elementary and secondary students, adult evening classes were held where demand existed. Evaluations gleaned from a variety of sources showed that pupils, teachers, and principals were generally in agreement about the positive value to country schools of the Unit's visits because of the quality of programs offered and the professionalism of the staff. Future issues include deciding the extent, if any, to which the Unit should be shared with other PCAP regions, how to contain costs, and under what conditions could the unit be disbanded. (BRR)

ED 254 396 SE 045 402

Hirsch, Christian R., Ed.; Zweng, Marilyn J., Ed.
The Secondary School Mathematics Curriculum. 1985 Yearbook.
National Council of Teachers of Mathematics, Inc., Reston, Va.
REPORT NO.- ISBN-0-87353-217-1
PUB DATE- 85
NOTE- 256p.
AVAILABLE FROM- National Council of Teachers of Mathematics, Inc., 1906 Association Dr., Reston, VA 22091 ($14.50 each, 10 or more 20% discount).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (01[illegible] Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Descriptions; *Curriculum Development; *Educational Innovation; Educational Philosophy; Gifted; Instructional Improvement; *Mathematics Curriculum; Mathematics Instruction; Secondary Education; *Secondary School Mathematics; Yearbooks

Recommendations that the curriculum needs to be restructured to better meet the mathematical needs of a diverse student population in a society increasingly dominated by technology are addressed in this yearbook. It attempts to chart new curricular directions for high school mathematics in terms of content, organization, and priorities, and also provides descriptions of promising curricular practices. The book is organized into five parts. The two chapters in the first part, Curriculum Planning Issues, provide a historical perspective and a rationale for needed curricular reform as well as a general framework for viewing the curriculum. Part 2, New Curricular Directions, includes seven chapters on new mathematics content and modes of mathematical thought that are supportive of the shifts in the use of mathematics in society. Innovative Courses is the title of part 3, which contains descriptions of new courses in geometry, advanced algebra, and mathematics for college-bound students who have had only marginal success. Part 4, Courses and Programs for Talented Students, includes three chapters describing varying approaches to the mathematically gifted. Finally, Part 5 contains six chapters focusing on innovative three- and four-year programs. (MNS)

ED 254 438 SO 016 203

Hodgin, Robert F.; And Others
Development of Data Analysis Units Designed to Enhance Reasoning and Knowledge Transfer in the College Level Economics Course.
PUB DATE- Mar 84
NOTE- 21p.; Paper presented at the Annual Meeting of the Southwestern Economics Association (Fort Worth, TX, March 24, 1984). Appendix B, the computer program, was not included in the document as received by ERIC. It is available from Robert F. Hodgin, Economics Department, University of Houston at Clear Lake City, Houston, TX 77058-1098.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; *Economics Education; Educational Objectives; Educational Research; Higher Education; *Instructional Improvement; *Models; Student Projects; *Teaching Methods

This paper presents the elementary mathematics behind the traditional cost-volume-profit model of the business firm in both deterministic and probabilistic forms. By a simulation process the structure could be modeled to derive a wide variety of data analysis sets for use in the classroom. The data sets can be used to aid students in applying concepts learned in the classroom. The results of four such data sets completed by students in a managerial economics course are summarized. Initial feedback indicates that students found the data sets useful. Although the examples are basic, the procedures are adaptable to complex problems. By assuming multivariate normal distributions, students can incorporate risk considerations and probability measures relating to different levels of profit into the analysis. The student can be introduced to progressively harder problems within a consistent framework. The problems used in this experiment are given in the appendix. (IS)

ED 254 057 FL 014 679

Voght, Geoffrey M., Ed.

Proceedings of the EMU Conference on Foreign Languages for Business and the Professions (Dearborn, Michigan, April 5-7, 1984). Part I: Business Needs/Educators Respond.

PUB DATE- Apr 84

NOTE- 174p.; For related documents, see FL 014 680-686.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Administrator Attitudes; *Banking; College Second Language Programs; Counselor Attitudes; Cross Cultural Training; Evaluation Criteria; Higher Education; High Schools; *Industry; *Internati[illegible] Trade; *Language Proficiency; *Languages for Special Purposes; [illegible]ool Business Relationship; School Counselors; Surveys

Part I of the proceedings includes seven presentations. They are: "International Language Evaluation and Professional Points of View" (M. Jacques Cartier); "Foreign Languages and International Businesses in Colorado: A Report and Assessment" (Alain W. D. Ranwez and Donald Schmidt); "The Use of Foreign Languages in International Banking: A Survey of 30 Major Banks in Houston and Dallas" (David M. Uber); "Foreign Languages and International Business: Academicians and Business Executives Review a Perennial Problem" (Ted E. Frank); "Language and Cross-Cultural Training in U.S. Multinational Corporations" (Marianne Inman); "A Survey of Foreign Languages for Business and the Professions at U.S. Colleges and Universities" (Christine Uber Grosse); and "A Survey of High School Counselors on the Value of a College Program in Foreign Languages and Business" (John P. Doohen). The preface and table of contents for the eight parts of the proceedings are also included in this section. (MSE)

ED 254 186 HE 018 182

Bjork, Lars G.
Executive Succession and Institutional Change: A Case Study of the University of New Mexico, 1967-1972.
PUB DATE- Feb 85
NOTE- 83p.; For related document, see HE 018 181.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; Change Strategies; College Faculty; *College Presidents; Federal Aid; Financial Support; Government School Relationship; Higher Education; Leadership Responsibility; *Organizational Change; Political Influences; Researchers; *Research Projects; *Scholarship; *State Universities
IDENTIFIERS- Ethnohistorical Approach; *Research Universities; *University of New Mexico

The history of the University of New Mexico during 1967-1972, when a new president was appointed, is examined. Attention is focused primarily on the environmental milieu relating to federal support of university research and the president's leadership initiative in establishing the Office of the Vice President for Research. In reviewing institutional developments, consideration is given to environmental change, institutional adaptation, and leadership. Executive succession appeared to come at a time in the university's development when a shift toward research was necessary to maintain the institution's equilibrium with its external environment. The president recognized not only the importance of faculty research but the need to initiate change in the university's internal structure. The Office of Vice President for Research was needed to provide administrative support for faculty research and to establish an administrative proposal-review mechanism and a grant-evaluation and reporting mechanism. An overview of the linkages between universities and the federal government is included, along with information on the ethnohistorical approach used in collecting the data for the case study. (SW)

ED 254 200 IR 011 512

Dale, Evelyn J.
A Logo-Physics Project.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academically Gifted; *Computer Assisted Instruction; *Computer Graphics; Elementary Education; *Microcomputers; *Physics; Programing; Programing Languages; *Science Instruction; Teaching Methods
IDENTIFIERS- California (Rio Linda); *LOGO Programing Language

A 10-week project conducted with ~~12 gifted~~ 4th and 5th grade students (10 boys and 2 girls) examined the effectiveness of the Logo computer programming language as a tool for helping students understand some basic principles of physics. Three assumptions were tested: (1) motivated elementary school students can learn both turtle graphics and word and list manipulation; (2) Logo provides a motivating environment for learning the ideas and concepts of physics; and (3) Logo makes the basic principles of physics understandable. Following 5 weeks of preparatory instruction in Logo, 5 weeks were used to explore simple physics problems with Logo vectors. (The Logo graphics allow dynamic illustrations of the computer's numerical solutions as they are being calculated.) Topics covered were free fall, projectile motion, and the cathode ray. In order to explore those subjects, students needed to understand the mathematical concepts of transposing values in an equation, the law of complementary angles, the Pythagorean theorem, and the trigonometric functions of sine, cosine, and tangent. Results indicate that students mastered the Logo commands and concepts required for the physics projects, found word and list manipulation surprisingly easy, and found learning physics with Logo extremely interesting. While this project was successful, it would need modification to be used with average ability students at this level. (LMM)

ED 254 214 IR 011 529

Parker, Lorne H.

Teleconferencing in Education. ERIC Digest.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 28 Nov 83
NOTE- 3p.
CONTRACT- 400-77-0015
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Audio Equipment; *Computers; Information Networks; *Teleconferencing; *Television; *Video Equipment
IDENTIFIERS- *Audiographics; ERIC Digests; Slow Scan Television

This digest discusses teleconferencing--defined as electronic communication between two or more people at a distance--in terms of three major types: audio, video, and computer. Reasons offered for using teleconferencing include the extension of budget dollars and of educational opportunities, accommodation of a wide variety of classes, and provision of a flexible format for meetings. Audio conference options identified include dedicated conference networks; dial-up networks; "meet-me" conferencing, in which each participant calls the conferencing center from any convenient location; and audiographic teleconferencing, which involves transmission of print and graphic information over telephone lines to complement basic communication with visual information. Video teleconferencing options described include freeze-frame or slow scan television; compressed video systems; and full motion video systems, which use wideband channels to send video, voice, and data. Computer conferencing is also briefly explained. Nine additional readings are listed. (LMM)

ED 254 257 JC 840 622

Bush, Charles
An Introduction to Commercial Security: Course Proposal.
Philadelphia Community Coll., Pa.
PUB DATE- 79
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Course Descriptions; *Course Objectives; Crime; *Security Personnel; Vocational Education
IDENTIFIERS- *Commercial Security

A proposal is presented for a Community College of Philadelphia course, entitled "An Introduction to Commercial Security," which is intended to provide an introduction and analysis of the security administration function. Following a standard cover form, a statement of purpose for the course notes the rapid growth of the security industry, highlights the areas to be covered, and states the overall course mission. Next, seven course goals are stated and a course outline is presented. Then, eight course level objectives are presented, followed by related intermediate performance objectives. The course level objectives indicate that the student will: (1) describe the development of the private security industry in America; (2) analyze physical security controls and their relationship to the physical environment and crime; (3) analyze internal theft as it relates to business organizations; (4) analyze alarm systems necessary for establishing a total security program within a business; (5) analyze federal health and safety standards of the Occupational Safety and Health Act of 1970; (6) describe retail theft; (7) analyze hospital security as it relates to visitors, parking areas, employee escort, and stockrooms; and (8) describe computer security. (LAL)

ED 254 286 JC 850 094

Hayward, Gerald
Report on 1984-85 Enrollment: California Community Colleges.
California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Mar 85
NOTE- 28p.; In its: Chancellor's Report, p12-18, March 7-8, 1985. Document may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Declining Enrollment; Enrollment; *Enrollment Influences; *Enrollment Trends; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

This analysis of 1984-85 enrollments in the California community colleges begins with a summary of major trends, indicating that: (1) for the third consecutive year, community college fall enrollment has decreased from the peak recorded in fall 1981, with a cumulative 3-year decline of nearly one-fifth; (2) the decline appears to be due to several factors including the new student fee, improved employment conditions, demographic changes, and policy changes; (3) enrollment increases have been experienced by some suburban and rural colleges, while the largest decreases are reported by inner city colleges; (4) a large decline (one-fifth) has taken place among students taking six to nine units, for whom the new mandatory fee represented the largest increase; and (5) an unusually large decrease in the number of black students could be explained in part by the state's changing demographics. The next sections focus on changes in credit and non-credit enrollments for fall 1984, estimated spring 1985 enrollment, and factors contributing to the enrollment changes (i.e., a first-ever mandatory enrollment fee; continued impact of the drop fee; improvements in the state's employment situation; continued decline in the number of high school graduates; lower fees and changing admissions practices at the state's four-year institutions; and calendar and policy changes. A brief review of national enrollment trends and discussion of future research directions conclude the report. Data tables are appended. (LAL)

ED 254 381 RC 015 203

Minnesota Migrant Education Program 1984 Evaluation Report. Chapter I ECIA Migrant Education.

Minnesota State Dept. of Education, St. Paul.

SPONS. AGENCY- Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.
PUB DATE- 84
NOTE- 78p.; Photographic material may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Achievement Gains; Agency Cooperation; *Ancillary School Services; Educational Cooperation; Education Service Centers; Elementary Secondary Education; Information Dissemination; Migrant Adult Education; *Migrant Education; *Migrant Programs; Parent Participation; Preschool Education; Staff Development; *State Programs; Summer Programs
IDENTIFIERS- Credit Accrual; ECIA Chapter 1 Migrant Programs; *Minnesota

During 1983-84, the Minnesota Migrant Education Program provided an array of individualized instructional and support services to 2,867 students aged 0-21 years. Major program emphases were designated as interstate coordination, expansion of secondary programs, and parental involvement. The program provided an intensive, short-term, full day, comprehensive academic program during the summer agricultural season, and an individualized, supplemental tutorial program during the regular school year. Summer projects included a preschool component for ages 0-5 and an elementary component for ages 5-21. Four projects offered a junior high curriculum for the older students who attended the day program. Nine projects included a secondary evening component for ages 12-21. Summer projects emphasized oral language development and individualized instruction in reading and mathematics. Secondary evening programs allowed students to earn credit or accumulate hours toward partial credit for coursework completed during the summer in order to fulfill high school graduation requirements. Focusing on the activities and achievements of the summer and regular school year projects, this report lists the national and state goals for migrant education and presents information on identification and recruitment of eligible migrant families; staff development and project personnel; student academic achievement; parental involvement; interagency, interstate, and intrastate cooperation; information dissemination activities; and special projects. (NQA)

ED 254 072 FL 014 851

Stevens, Vance, Comp.; And Others
A Bibliography of Computer-Aided Language Learning.
PUB DATE- 84
NOTE- 247p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Artificial Intelligence; *Computer Assisted Instruction; Computer Literacy; Computers; *Computer Software; Databases; Data Processing; *Educational Technology; *Language Acquisition; Learning Theories; *Second Language Instruction; *Second Language Learning; Testing

A bibliography of published work on computer-assisted language learning (CALL) includes, in addition to work specifically concerning CALL, selected titles from related areas. These include: (1) artificial intelligence, particularly in recent developments toward "intelligent" computer assisted instruction (CAI) and CALL; (2) audio and video technology, especially concerning the language laboratory and the technology that will affect the expansion of CALL and CAI; (3) computer hardware, computer literacy, and computers in education; (4) CAI in general; (5) database management; (6) learning theory, especially as it relates to programmed learning; (7) native and second language learning; (8) courseware and lesson design; (9) and educational testing, particularly relating to evaluating the effectiveness of CALL. The listed citations include bibliographies, ERIC documents, research reports, journal articles, books, textbooks, and conference presentations. (MSE)

ED 254 130 HE 018 026

Frances, Carol
1985: The Economic Outlook for Higher Education.
American Association for Higher Education, Washington, D.C.
PUB DATE- Dec 84
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- *College Students; *Economic Climate; Educational Finance; *Enrollment Trends; *Financial Needs; Higher Education; *Private Financial Support
IDENTIFIERS- *College Costs

Trends in higher education and the impact of the economy on colleges and universities in 1985 are considered. College enrollments, trends in the ability to pay, and private giving are examined, along with employment in higher education and college costs. Three possible explanations for unexpected growth in enrollment rates are: higher education is counter-cyclical in relation to overall economic activity; the number of older students has increased; and students are borrowing to pay their costs. It is claimed that the common belief that it is easy to pay for college is based on data obtained from a small, comparatively high-income group. In 1985, it is projected that the middle-income population will have greater difficulties with college costs, due to retargeting of federal student aid to lower-income students. It is also estimated that the sharp increases in corporate profits of 1984 will carry forward to increase private giving in 1985. However, two changes in federal tax laws will adversely affect incentives for private giving, and may adversely affect nonprofit schools that depend on private giving. While private contributions are being received, they are being used for current operations. Pressures on college costs and student tuitions are likely to continue. (SW)

Hearings on the Reauthorization of the Higher Education Act. Hearings before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Eighth Congress, Second Session on H.R. 5240. (Washington, DC, March 27-29, April 3-5, and April 10-12; St. Louis, Missouri, March 30; Flushing, New York, April 2; Winona, Minnesota, April 6, and Eau Claire, Wisconsin, April 7, 1984).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Apr 84
NOTE- 1,493p.; Portions may not reproduce well due to small print.
LANGUAGE- English
EDRS Price - MF12/PC60 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Budgets; Eligibility; *Federal Aid; *Federal Legislation; Fellowships; Government School Relationship; Hearings; *Higher Education; Need Analysis (Student Financial Aid); *Public Policy; *Student Financial Aid; Teacher Education
IDENTIFIERS- College Work Study Program; Congress 98th; *Higher Education Act 1965; Pell Grant Program

Hearings on a bill to reauthorize the Higher Education Act of 1965 are presented, with attention to policy formulations of the Higher Education Act Amendments of 1984 and the Administration's fiscal year (FY) 1985 budget and legislative proposals. Consideration is given to the appropriate federal role in higher education, the proper focus of federal programmatic effort, and federal aid to low- and middle-income students and to postsecondary institutions. Views from a panel of students on the impact of proposed alterations of current law are included. Legislative changes accompanying the budget request include: increasing College Work-Study support by $295 million in FY 1985 (which would represent possibly 335,000 more student jobs); and replacing the current half-cost limit of the Pell Self-Help Grant with a limit amounting to 60 percent of educational costs minus the family contribution, with a minimum grant of $500 and a maximum of $3,000. Supplementary materials include: a National Education Association report entitled "Excellence in Our Schools--Teacher Education; An Action Plan," publicity material on the Growth Initiatives for Teachers fellowship program for secondary school mathematics and science teachers, and an article on the Council on Legal Education Opportunity Program Fellows by Wade J. Henderson and Linda Flores. (SW)

ED 254 229 IR 051 030

Krzywkowski, Valerie I., Ed.
"Computers: Cure-All or Snake Oil?" Proceedings from the Spring Meeting of the Nebraska Library Association, College and University Section (Bellevue, Nebraska, April 20, 1984).
Nebraska Library Association, Lincoln.
PUB DATE- 20 Apr 84
NOTE- 232p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Computer Science; Databases; Higher Education; *Library Administration; Library Networks; *Library Services; Library Technical Processes; *Microcomputers; Online Systems; Reference Services
IDENTIFIERS- *Nebraska

The 15 papers in this collection discuss various aspects of computer use in libraries and several other aspects of library service not directly related to computers. Following an introduction and a list of officers, the papers are: (1) "Criminal Justice and Related Databases" (Kate E. Adams); (2) "Software and Hard Thought: Searching with a Microcomputer" (John Montag and Michaelyn Burnette); (3) "Converting to ALIS II--Cure-All or Snake Oil?" (Anita I. Cook and Sandra S. Herzinger); (4) "Trouble Shooting or Shooting Your Trouble" (Joseph A. Starratt); (5) "The Role of Statistics in Managing Library Instruction Programs" (abstract only--Scott Stebelman); (6) "Systems Dynamics and Libraries: Proof of Concept" (John Paxton and Carol A. Singer); (7) "New Loan Policy: A Prescription for Calvin T. Ryan Library" (Sharon L. Mason); (8) "A Beginner's Guide to Compiling Journal Lists for High Usage Subject Indexes via the Microcomputer" (Gale K. Gember); (9) "Library Systems in Nebraska" (Ella Jane Bailey); (10) "The Library International Affairs Committee at the University of Nebraska at Omaha" (Carole A. Larson); (11) "The Great Plains Experience in Northeast Nebraska--An Academic Outreach" (Jack L. Middendorf); (12) "Integrated Library Systems in Context" (Carroll Varner); (13) "Scenes from the Reference Desk: A Social Interactionist Account" (Virginia Moreland); (14) "Microcomputer Selection for Academic Libraries: A Guide and Checklist of Methodologies" (Mel Bohn); and (15) "Using the Microcomputer for Library Management Functions" (Marjorie B. Wannarka). (THC)

ED 254 243 IR 051 045

Davis, Jinnie Y.
Shelflist Conversion at NCSU: Factors in Decision Making.
PUB DATE- 18 Nov 83
NOTE- 22p.; Paper presented at the SOLINET/TSRT Retrospective Conversion Workshop (Montgomery, AL, November 18, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Administration; *Library Automation; *Library Catalogs; *Library Collections; Library Networks; Library Technical Processes; Online Systems
IDENTIFIERS- *Monographs; North Carolina State University; OCLC; *Retrospective Conversion (Library Catalogs)

Written when an in-house retrospective conversion project on the monographs collection of an academic library was 80% complete, this paper presents factors for consideration by decision-makers prior to establishing a similar project. Topics considered together with a description of how North Carolina State University (NCSU) handled each, include: (1) why a library should undertake retrospective conversion; (2) how to set up the project; (3) what is the scope of the project; (4) what resources (e.g., equipment, personnel, funds) are needed to perform in-house conversion; (5) procedural decisions that must be made; and (6) an assessment of the project. It is noted that the variety of conversion methods and the number of vendors offering services to libraries today offer much greater flexibility in approaching conversion activities. (Author/THC)

Shepardson, Richard
An Analysis of Staff Development Activities Conducted in Iowa's Public Elementary Schools.
Legislative Extended Assistance Group. Iowa City, IA.
SPONS. AGENCY- Northwest Area Foundation, St. Paul, Minn.
PUB DATE- Jun 84
NOTE- 72p.; Also funded by the Iowa General Assembly.
AVAILABLE FROM- Legislative Extended Assistance Group, N222 OH, University of Iowa, Oakdale, IA 52319 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; *Professional Development; Questionnaires; *School Policy; *Staff Development; State Surveys; Teacher Administrator Relationship
IDENTIFIERS- *Iowa

A study was conducted (1) to ascertain types of staff development activities and procedures being used in public elementary schools in Iowa, and (2) to determine how these procedures compare with principles and guidelines supported by research. Data were collected from a total of 346 randomly selected teachers, principals, and superintendents. The present report is organized around six principles of effective staff development proposed by Gordon Lawrence (1974). Chapter 1 discusses the benefits of inservice education activities linked to a general effort of the school versus "single-shot" activities not part of a general staff development plan. Chapter 2 focuses on teacher involvement in adopting and implementing staff development activities. Activities that place teachers in an active rather than a passive role are discussed in Chapter 3. Chapter 4 elaborates the benefits of individualized inservice training experiences for teachers over common activities for all participants. Chapter 5 discusses inservice training programs that emphasize demonstrations, supervised trials, and feedback. It is argued that such programs are more likely to accomplish their goals than programs in which teachers are expected to store up ideas and behavioral prescriptions for future use. Finally, Chapter 6 discusses peer support during staff development. (AS)

ED 254 088 FL 014 885

Garcia, Maryellen; Leone, Elizabeth

The Use of Directives by Two Hispanic Children: An Exploration in Communicative Competence.

National Center for Bilingual Research, Los Alamitos, Calif.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- NCBR-R-25
PUB DATE- Apr 84
NOTE- 99p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
CONTRACT- 00-CA-80-0001
AVAILABLE FROM- National Center for Bilingual Research at SWRL, 4665 Lampson Ave., Los Alamitos, CA 90720.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Case Studies; *Communicative Competence (Languages); Comparative Analysis; English; *Mexican Americans; *Persuasive Discourse; Spanish; *Young Children

The display of Spanish and English communicative competence of two Hispanic children is explored in a study analyzing directive speech acts (orders, requests, suggestions, hints). The linguistic, sociolinguistic, and strategic resources of the Mexican-American children, aged 4-1/2 to 6 years, are examined qualitatively in data taken from naturalistic tape recordings made in their homes and school classrooms. The data show that the language in which the child has the most grammatical competence is also the language in which communicative competence in issuing directives is best demonstrated. Sociolinguistic and strategic competence appear to compensate for the lack of grammatical competence in the weaker language. Examples from the data indicate that these bilingual Hispanic children know a variety of directive types in Spanish and English by the age of six. Confirming what previous studies have shown, these children tend to use the direct imperative with peers and siblings, and inferred and indirect requests with adults or children whose special favor they seek. The issue of communicative performance is also explored, with particular attention to how the circumstances of the speech act may mitigate against the child's demonstration of communicative competence. (Author/MSE)

ED 254 102 FL 014 906

Snyder, Barbara
Report of the Ohio Foreign Language Task Force.

PUB DATE- 84
NOTE- 15p.; In: Snyder, Barbara, Ed. Look Out World, Here We Come! See FL 014 904.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Advisory Committees; Articulation (Education); *Certification; Curriculum Development; *International Studies; *Language Teachers; Professional Development; Program Development; Secondary Education; *Second Language Instruction; State Departments of Education; *Statewide Planning; *Teacher Education
IDENTIFIERS- *Ohio

The report issued by the task force on foreign languages and international studies established in Ohio in response to the 1979 report of the President's Commission on Foreign Language and International Studies presents two major recommendations. They are: (1) that the state superintendent of public instruction appoint a permanent advisory council on foreign languages and international studies, and (2) that the state department of education upgrade the requirements for certification of foreign language and international studies teachers and that teacher education and professional development programs in these fields be strengthened. The advisory council would have the responsibility of making more foreign language career information available through the schools, developing greater statewide awareness of the value of foreign language study and international understanding, and encouraging and assisting in the improvement of existing instructional programs and enrollments in those areas. Recommendations for the council's funding and administration are also made. Recommendations for upgrading teacher education and certification include requirements for demonstrated proficiency; coursework distribution, including applied linguistics, civilization and contemporary culture, literature, and psycholinguistics or psychology of language; and cross-training between foreign languages and international studies. The task force's background and its description and evaluation of Ohio's public school foreign language and international studies program efforts are also included. (MSE)

ED 254 116 HE 017 932

McCord, Joan
A Faculty-Computer Nexus. Microcomputing Working Paper Series.
Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-F-84-6
PUB DATE- Nov 84
NOTE- 16p.; For related document, see HE 017 933.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Rank (Professional); Change Strategies; *College Faculty; Competence; Computer Assisted Instruction; *Computer Literacy; Educational Change; Higher Education; Intellectual Disciplines; *Microcomputers; *Teacher Attitudes
IDENTIFIERS- *Drexel University PA

The effects of the rapid introduction of computing in education on Drexel University faculty were studied. The university decided that incoming 1983 freshmen would be required to own microcomputers, which could be bought at reduced cost. A questionnaire was administered to determine faculty members' experience with computers, their values, educational background, teaching styles, and views about possible changes that might result from the decision. Responses from 328 full-time faculty indicated that their attitudes toward the university's microcomputing decision depended on the interaction between their academic rank and computer competence. Full professors, regardless of their computer competence, tended to favor the decision. Associate professors who were computer competent were more pleased with the decision than those above or below them in rank, while assistant professors who were not computer competent were less pleased than those above or below them in rank. Except in liberal arts, younger faculty were most likely to have used computers. For engineers, knowledge of computing seemed tied with their continuing education. Among natural scientists, computing seemed more closely allied with having varied interests (in music and visual arts). Faculty participation in computer training was also assessed. (SW)

Analysis of Error Associated with the Application and Allocation Aspects of the Campus-Based Programs: Results from Initial Data Collection.

Advanced Technology, Inc., Reston, VA.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- May 84
NOTE- 39p.; This report supercedes "Report on the Analyses of Error in the FISAP After the Initial Data Collection Phase, April 25, 1984." For related documents, see HE 018 112-135 and HE 018 137-140.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Computation; *Data Collection; Enrollment Rate; *Error Patterns; *Federal Aid; Financial Aid Applicants; Grants; Higher Education; *Quality Control; *Records (Forms); Resource Allocation; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- *Campus Based Financial Aid; College Work Study Program; Department of Education; National Direct Student Loan Program; Supplemental Educational Opportunity Grants

Error analysis for the institutional process of applying for federal aid is considered as part of the Quality Control Study of the U.S. Office of Student Financial Aid. Attention is focused on the results of the data collection activities that occurred using the Department of Education's records for the Fiscal-Operations Report and Application to Participate (FISAP), with attention to in-house data collection. After a description of the application and allocation processes, consideration is given to the types of error measures, including the likelihood of occurrence; severity, or size, of error; need consequence; and allocation consequence. The following types of comparisons that were used for each data element are also discussed: conceptually exact, cross-year, internal consistency, and cross-school. For each data element, a chart shows the error measures and the type of data sources used in the comparisons. Quantitative and qualitative methods of causal analysis and data collection procedures and problems are also addressed, along with the guidelines for performing the comparisons. Finally, the results of the error measurement analysis are summarized. Included is the form used to record information at the institution, as well as sample FISAP forms for specific institutions. (SW)

ED 254 272 JC 850 075

LeBlanc, William

The 1984 Graduates of the Community College of Rhode Island: Results of a Replication of Last Year's Survey of Graduates.

Community Coll. of Rhode Island, Warwick. Office of Institutional Research and Planning.

PUB DATE- Jan 85

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Graduates; College Transfer Students; *Community Colleges; Followup Studies; Graduate Surveys; Majors (Students); Occupational Aspiration; Questionnaires; School Surveys; *Student Characteristics; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *Rhode Island

A survey was conducted to determine the immediate plans of the 1,545 students who graduated from the Community College of Rhode Island (CCRI) in 1984. Study findings, based on a response rate of 62%, included the following: (1) the 1984 graduates had a higher percentage of females than the overall college enrollment, with women making up nearly two-thirds of the graduating class; (2) 7.2% of the 1984 graduates were minority group members, compared to 7.4% in 1983; (3) nearly 96% of the graduates were residents of Rhode Island; (4) 72.5% of the graduates planned to work after graduation and 53.3% planned to further their studies; (5) of the 245 students who planned only to further their education after graduation, 77% had been accepted by the four-year college of their choice at the time of the survey, 91% planned to attend full time, and 43% planned to pursue a business/commerce program of study; (6) of the 396 students whose future plans included only work, 67.6% already had a job and 65% were graduates of business or health/paramedical programs; and (7) 52.7% of the respondents felt that attending CCRI had helped them clarify their goals. The survey instrument and unsolicited student comments are appended. (LAL)

ED 254 328 PS 014 946

Ediger, Marlow
Teachers, Parents, and the School: A Collection of Essays.

PUB DATE- 82
NOTE- 14p.; Document may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Achievement; Curriculum Development; *Educational Objectives; Educational Planning; Elementary Secondary Education; Grades (Scholastic); Guidelines; Parent Education; *Parent Responsibility; Parent Role; *Parent Student Relationship; *Parent Teacher Conferences; *Report Cards; Teacher Role

The four essays in this collection provide guidelines for parents and teachers in educating children. The first essay, "Parents, the Pupil, and the School Curriculum," describes selected ways parents may help pupils to achieve in the school curriculum. "Objectives of the School, the Pupil, and Parents" discusses the need for teachers to plan educational objectives that include problem-solving skills, creative thinking, critical thinking, and the ability to get along well with others as well as to understand the subject matter. "Parent-Teacher Conferences and the Child" focuses on what questions parents might wish to ask about their child in a parent-teacher conference. The final essay, "Report Cards, the Student, and Parents," discusses the different possible interpretations of grades, the advantages and disadvantages to schools of issuing report cards, and the benefits of using parent-teacher conferences instead of report cards. (CB)

Siegler, Robert S.
Development Is Destiny.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
GRANT- NIE-G-83-0050; NIH-1-R01-HD-19011
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Addition; *Cognitive Development; *Cognitive Processes; Computation; Computer Simulation; Metacognition; Models; *Preschool Children; Preschool Education; *Problem Solving; Reaction Time
IDENTIFIERS- Distribution Of Associations Model; Retrieval (Memory); *Strategic Behavior; Strategy Choice

Preschoolers 4 and 5 years of age were found to use four strategies differing in temporal characteristics as they solved simple addition problems with sums of 10 or less. Three strategies had visible and/or audible aspects, and one was covert, involving retrieval from memory. The harder the problem, the more often the children used an overt strategy. The use of overt strategies most often on the hardest problems was adaptive and efficient. How children knew when to use overt strategies, though, remained unclear. Addressing this problem, Siegler and Shrager (1984) proposed a distribution of associations model to explain how children arrive at their addition strategies. Their model involves representation and process. In brief, children represent correct and incorrect answers that vary in "strength of association" between problem and answer. Then they retrieve an answer. If the answer is sufficiently strongly associated with the problem, the child advances the retrieved answer. If not, the child elaborates through overt strategies the representation of the problem. Elaboration of representation is followed by retrieval. This alternation between elaboration of representation and retrieval may progress through three phases. The model has implications for explaining parallels between children's and adults' problem-solving behavior. In addition, it suggests that ordering children not to use overt strategies such as counting on their fingers is worse than useless. (RH)

ED 254 369 RC 015 179

Lovett, Ollie M.

PATHWAYS: An Adult Pre-GED Writing Skills Workbook. Level I.

Affiliation of Arizona Indian Centers, Inc., Phoenix.

SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.

PUB DATE- 84

NOTE- 105p.; For related documents, see RC 015 172-184.

GRANT- G008201011

AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721 N. Central Ave., #814, Phoenix, AZ 85004 ($4.75).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Education; American Indian Culture; *American Indian Education; American Indian Literature; Capitalization (Alphabetic); *Form Classes (Languages); High School Equivalency Programs; *Paragraph Composition; Punctuation; Reading Instruction; Reading Skills; *Relevance (Education); Sentence Structure; Tenses (Grammar); Tribes; Units of Study; Vocabulary; Workbooks; Writing Instruction; *Writing Skills

IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

Written to prepare the American Indian student entering a General Educational Development (GED) program, the Pre-GED Level I writing skills student workbook of the PATHWAYS Curriculum provides lessons that will teach skills needed to pass the reading and writing sections of the GED examination, along with writing skills for seeking employment. The workbook is divided into five units, each containing culture based lessons which provide instruction and practice in a skill. Each lesson may contain a myth, legend, religious beliefs and ceremonies, poetry, history, and information on styles of architecture, clothing, dance, music, or art from one of the southwestern tribes, as well as writing exercises, and a unit test. The units of study and lessons presented are: parts of speech (pronouns, nouns, tenses, adjectives, adverbs, prepositions, and conjunctions); sentence structure (compound subjects and verbs, complete, incomplete, and run-on sentences, subject-verb agreement, verbs used as adjectives); paragraph development (characteristics of a paragraph, descriptive and deductive paragraph writing, sequence and dialogue in narrative writing); punctuation (use of comma, semicolon, quotation marks, apostrophe, hyphen and underlining); and capitalization (use of capitals in abbreviations, titles, organizations, places, languages, races, nationalities, and religions). A glossary completes the workbook. (ERB)

ED 254 411 SE 045 426

Gipson, Michael; Abraham, Michael R.
Relationships between Formal-Operational Thought and Conceptual Difficulties in Genetics Problem Solving.
PUB DATE- 85
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biology; *College Science; *Concept Formation; Developmental Stages; *Genetics; Higher Education; *Intellectual Development; *Problem Solving; Science Education; *Science Instruction
IDENTIFIERS- *Formal Operations; Science Education Research

Seventy-one college general biology students were taught a unit in Mendelian genetics by the traditional lecture method. Emphasis was placed on meiotic formation of gametes, dominance, segregation, and independent assortment. The Punnett square model was used for all practice problems. While using this model, students were asked to: (1) identify ratios from the Punnett squares (requiring use of proportional reasoning); (2) identify combinations of gametes from parental genotypes (requiring use of combinatorial reasoning); and (3) estimate gamete or offspring probabilities (requiring use of probabilistic reasoning). Each of the 71 students was also given three Piagetian interview tasks to evaluate intellectual development in the areas of reasoning under question. The balance beam task, the electronic switch-box task, and colored squares and diamonds were used to test for proportional reasoning, combinatorial reasoning, and probabilistic reasoning respectively. Although Pearson correlations and factor analysis failed to show direct relationships among Piagetian tasks for the three kinds of reasoning and their corresponding occurrence in genetics problems, analysis of variance showed significant differences for all three reasoning types among concete-operation, transitional, and formal-operation students in a unit and post-test. Implications of these and other results are noted. (Author/JN)

ED 254 425 SE 045 445

Status on U.S. Marine Research. Hearing before the Subcommittee on Oceanography of the Committee on Merchant Marine and Fisheries, House of Representatives, Ninety-Eighth Congress, Second Session on U.S. Marine Scientific Research Capabilities Oversight (September 26, 1984).

Congress of the U.S., Washington, D.C. House Committee on Merchant Marine and Fisheries.

PUB DATE- 85

NOTE- 207p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Estuaries; *Federal Programs; Financial Support; *Futures (of Society); Government Role; Hearings; Higher Education; International Cooperation; *Marine Biology; *Oceanography; Research Needs; Science Equipment; *Scientific Research; Technology

IDENTIFIERS- National Science Foundation

These hearings focused on the major problems and opportunities in marine research and on the role of both the government and the scientific community in responding to future needs. Included are statements by: James Baker; Donald Boesch; Robert Corell; Tudor Davies; M. Grant Gross; G. Ross Heath; Joel Pritchard; David Ross; J. R. Schubel; Gerry Studds; the United States Geological Survey; Ferris Webster; Robert Winokur; Paul Wolff; and Larry Wortzel. Also included (when applicable) is supporting documentation provided by these individuals as well as communications submitted for the record. This documentation includes: information on ocean and marine resources and research priorities and initiatives; information on significant challenges in ocean science through the next decade; a brief history (1964-present) of the ALVIN program and the navy-owned deep submersible research vessel (DSRV-ALVIN); an article by Robert Wall entitled "The Oceanography Report--Ocean Sciences Peer Review in the NSF" (National Science Foundation); articles by David Ross and John Knauss entitled "How the Law of the Sea Will Affect U.S. Marine Science" and by David Ross and Michael Healey entitled "International Marine Science: An Opportunity for the Future"; a discussion of estuarine research priorities; and answers to various questions considered during the hearings. (JN)

ED 254 439 SO 016 207

Fox, Pauline
Determinants of Grades in Economics.
PUB DATE- Apr 83
NOTE- 18p.; Paper presented at the Annual Meeting of the Midwest Economics Association (47th, St. Louis, MO, April 7-9, 1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Course Evaluation; Curriculum Design; Curriculum Evaluation; *Economics Education; Educational Research; *Grades (Scholastic); Higher Education; *Student Characteristics; *Student Interests

Interest in the relationship between student characteristics and interests and economics grades led to the administration of a questionnaire to 565 students enrolled in principles of economics classes. The students who completed the questionnaire were among 1,000 students in 27 sections of macro and micro principles courses at Southeast Missouri State University. Regression analysis indicated that sex and major had little to do with semester grade in economics but that students with higher grade point averages and with more positive attitudes towards economics got higher grades in economics. Completion of accounting, computer science, college algebra, and government classes was also associated with higher grades in economics. (IS)

ED 254 058 FL 014 680

Voght, Geoffrey M., Ed.

Proceedings of the EMU Conference on Foreign Languages for Business and the Professions (Dearborn, Michigan, April 5-7, 1984). Part II: Program Overviews and Components.

PUB DATE- Apr 84

NOTE- 134p.; For related documents, see FL 014 679-686.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Business Administration Education; College Faculty; *College Second Language Programs; *Education Work Relationship; Faculty Development; French; Hospitality Occupations; Hotels; *Industry; *International Trade; Internship Programs; Interviews; Japanese; Language Proficiency; *Languages for Special Purposes; Language Tests; Majors (Students); Mandarin Chinese; Oral Language; Program Descriptions; *Program Design; Program Development; School Business Relationship; Spanish; Travel

Part II of the proceedings includes nine presentations. They are: "Business and Foreign Language Tie the Knot at Nazareth College: A Four Year Program Model" (Octave G. Naulleau); "For an Actual Education in International Management" (Alain Eclacne and Georges Labet); "A Foreign Language Program for Majors in Hotel and Restaurant Management: Initiation, Recruiting, Funding" (Fannie Scott Howard Tapper); "Languages for Travel Industry Managers: French, Spanish, Japanese, and Mandarin" (Kyoko Hijirida and Susan Grohs Iwamura); "The Planning and Implementation of a Major in Multinational Business and Foreign Language: A Case Study" (Barney T. Raffield, III); "An Overview of the Language & International Trade Programs at Eastern Michigan University" (J. Sanford Dugan); "A Foreign Language Program for Majors in Hotel and Restaurant Management: The Traineeship" (Fannie Scott Howard Tapper); "So What Can I Do for You, Young Lady? or Faculty Internships in the Business Sector" (Joanne Spinale); and "The ACTFL/ETS Oral Proficiency Interview: A Speaking Test for Multilevel Language Programs" (J. Sanford Dugan). (MSE)

ED 254 073 FL 014 854

Blau, Eileen Kay
The Function of Function Words in Reading Comprehension.
PUB DATE- Nov 84
NOTE- 23p.; Paper presented at the Annual Meeting of the Puerto Rico Teachers of English to Speakers of Other Languages (San Juan, Puerto Rico, November 16-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); *Function Words; Higher Education; *Reading Comprehension; *Second Language Learning; *Semantics; Spanish

A study of the effect of function words on reading comprehension had as subjects 99 college students of English as a second language (ESL) divided into four groups. The treatment was the reading of a set of passages, written in four versions. In version 1 all function words were deleted; in version 2 function words with semantic weight were retained; in version 3 the same number of function words were retained as in version 2, but were randomly selected; and in version 4 the full text was used. Comprehension of the passages was measured by a multiple choice comprehension test. Results showed no significant difference between the comprehension scores yielded by versions 2 and 4 or between those of 1 and 3. However, the scores for versions 2 and 4 were significantly higher than for 1 and 3, indicating that function words carrying a semantic load contribute to reading comprehension for ESL students while those that are lexically empty, although essential for grammatical correctness, do not contribute to reading comprehension for this population. (Author/MSE)

ED 254 158 HE 018 123

Preliminary Quality Control System Design for the Pell Grant Program.

Advanced Technology, Inc., Reston, VA.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.

PUB DATE- Jun 82

NOTE- 123p.; For related documents, see HE 018 112-135 and HE 018 137-140.

CONTRACT- 300-80-0952

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrative Policy; Agency Role; *Delivery Systems; Error Patterns; *Federal Aid; Grants; Higher Education; *Needs Assessment; Program Administration; *Program Design; Program Evaluation; *Quality Control; *Student Financial Aid

IDENTIFIERS- *Pell Grant Program

A preliminary design for a quality control (QC) system for the Pell Grant Program is proposed, based on the needs of the Office of Student Financial Assistance (OSFA). The applicability of the general design for other student aid programs administered by OSFA is also considered. The following steps included in a strategic approach to QC system design and testing are discussed: conducting a functional analysis of the current delivery system and conceptualizing QC system modular components. QC requirements at the policy, management, and operations levels are analyzed for the Pell Grant program, and a preliminary modular design for a Pell Grant QC system is provided. This system is composed of a series of modular components that can be developed independently, in an incremental phased fashion. Ways that the QC system design can be expanded to include the Guaranteed Student Loan program and campus-based aid programs are also discussed. Also considered are general strategies for proceeding with the system design effort, including consideration of the policy mechanisms required to develop corrective actions designed to reduce error in the delivery system. Appended is an outline of the components of the annual assessment of payment error in the Pell Grant program. (SW)

Perry, Walter
The State of Distance-Learning Worldwide. The First Report on the Index of Institutions Involved in Distance-Learning.
International Centre for Distance Learning of the United Nations Univ., Milton Keynes (England).
PUB DATE- 84
NOTE- 41p.; Prepared for the International Centre for Distance Learning of the United Nations University.
AVAILABLE FROM- International Centre for Distance Learning, The Open University, Walton Hall, Milton Keynes, UK MK7 6AA. (2.50 British pounds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Correspondence Study; *Delivery Systems; *Distance Education; *Enrollment; Foreign Countries; Global Approach; Institutional Characteristics; *Networks; Program Descriptions; Questionnaires; Student Costs
IDENTIFIERS- Australia; Pakistan; Spain; Thailand

A survey of distance-learning institutions in 88 countries was conducted in 1983 to discover whether a network of such institutions existed that would allow the international sharing of educational programs under the sponsorship of the United Nations University (UNU). Findings are based on responses from 304 institutions (33%), cover 468 different programs, and are categorized by geographical region as follows: Africa, Asia, Australasia, Europe (East), Europe (West), Middle East, North America, and South and Central America. Data tables show how institutions were founded; the distribution of numbers of students by size of institution; the level of programs and subjects offered; methods of transmission such as correspondence, telephone, and regional services; languages used; and fees charged. Four examples of distance learning institutions include short descriptions of programs in Thailand, Spain, Australia, and Pakistan. Appendices contain the survey questionnaire, a list of the countries receiving and responding to the questionnaire, additional data from replies received after the study cut-off date, and a response from a network user. Fifteen tables display study data. This study was conducted as a preliminary to consideration of the use of distance-learning in the development of UNU's new program, Global Learning. (LMM)

ED 254 215 IR 011 530

Information Resources on Interactive Video. A Selected ERIC Bibliography.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jul 84
NOTE- 3p.
CONTRACT- 400-77-0015
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Computer Assisted Instruction; Computers; *Computer Software; Design Requirements; Production Techniques; Program Descriptions; Program Development; *Videodisc Recordings; *Video Equipment
IDENTIFIERS- *Interactive Video

Eighteen articles published during 1983 and 1984 and cited in "Current Index to Journals in Education" are listed in this bibliography. Articles listed include discussions of the state-of-the-art in interactive video, the capabilities of interactive videotape and videodisc systems, and technical aspects of program design, development, and costs. Applications of interactive video in education are emphasized, and projects described include use of an interactive computer-videodisc system to teach hearing impaired students, a videodisc simulation to teach college-level Spanish, social studies instruction programs, and varied higher education uses. In addition to bibliographical information and the annotation, ERIC accession numbers are provided. (LMM)

ED 254 258 JC 840 623

Cook, Charles Gene
Social Science: Course Proposal.
Philadelphia Community Coll., Pa.
PUB DATE- 79
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Course Descriptions; *Course Objectives; *Introductory Courses; *Social Sciences; Two Year Colleges

A proposal is presented for a Community College of Philadelphia course surveying basic social science skills and information, including scientific method, map usage, evolution, native peoples, social groups, and U.S. Government. Following a standard cover form, a statement of purpose for the course indicates that it is designed to provide nontraditional students with a base of common knowledge that will enhance their chances for success in traditional social science courses. Next, course goals and a course outline are presented. Finally, course level objectives and related intermediate performance objectives are presented. The six course level objectives indicate that the student will: (1) analyze science as a field of study, differentiating between scientific and nonscientific statements or problems, stating differences of scope and method between natural and social sciences, and identifying at least five types of social science readings; (2) name and identify continents, bodies of water, and mountain ranges; (3) analyze the universe in terms of its origins; geologic eras, periods, and epochs; origins of life; animal taxonomy; and evolutionary theory; (4) analyze the concept of culture as an explanatory device for human behavior; (5) analyze human social groups; and (6) describe institutions and procedures set forth in the U.S. Constitution. (LAL)

Olenick, Michael; And Others
Family and Child Care Influences on Toddler's Compliance in a Laboratory Setting.
PUB DATE- Apr 84
NOTE- 35p.; Best available copy. Paper presented at the Annual Meeting of the American Educational Research Association (April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Caregivers; Child Rearing; *Day Care; *Discipline; Early Childhood Education; *Family Influence; Parent Child Relationship; *Parent Role; *Self Control; *Toddlers
IDENTIFIERS- *Compliance (Behavior); Obedience

This study focuses on the interrelationship between family influences and child care of varying quality on the toddler's capacity for compliance and self-regulation in a laboratory setting. A total of 89 families with children 18 to 36 months participated. Thirty-two families used day care centers identified as high quality, 25 families used day care centers identified as low quality, and 32 families did not use day care centers. Three quality-of-care indices were used: adult-child ratio, continuity of staff, and training of staff. The child and the primary parent participated in a 30-minute laboratory session. Observations of the child's capacity to comply with the parent's request to complete a boring and familiar task and the child's capacity for self-regulation both in the presence and the absence of the parent were made. Measures were adapted from those used by Schaeffer and Crook (1980, 1981), Londerville and Main (1981), and Lytton (1979). Composite scores for adult and child behavior were created by adding the scores on each task segment of the laboratory session. At 18 months, children from both high and low quality care settings demonstrated abilities to resist temptation and to use self-regulating techniques that were similar to those demonstrated by 36-month-old children who did not attend day care. Parents with children in high quality child care were more invested in their child's compliance at an earlier age than were other parents. Parents' behavior was also different for their 18-month-olds than for their older children. Compliance tasks revealed developmental trends consistent with Kagan's (1981) and Kopp's (1982) suggestion that the capacity to comply develops during the toddler period. References and tables are appended. (AS)

ED 254 356 RC 014 994

Rollason, Wendall N.
Report to the State Department of Education Task Force on Migrant Education.
Redlands Christian Migrant Association, Immokalee, FL.
PUB DATE- 9 Aug 84
NOTE- 184p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Dropout Prevention; Dropout Rate; Early Childhood Education; *Educational Finance; Educational Legislation; Educational Research; Elementary Secondary Education; Enrollment; Family Characteristics; *Migrant Education; Parent Participation; Program Administration; Program Effectiveness; Questionnaires; *State Action; *State Programs
IDENTIFIERS- *Florida; Redlands Christian Migrant Association

The report presents Redlands Christian Migrant Association's (RCMA's) position on Florida's Migrant Education Program, the program changes sought by RCMA, and background and back-up materials. The packet of materials includes brief discussions of the background and reactivation of the Task Force on Migrant Education; State Board of Education instructions to the Task Force; memos of instructions from Florida's Bureau of Compensatory Education to selected superintendents and agency heads; transcript excerpts from the April 5 and 19 meetings of RCMA with the State Board of Education; a federal review of Florida's migrant education program and the state's response; various compilations of statistics on Florida's migrant children; and pertinent news clippings. The report also provides a memorandum from the Florida Department of Education on the benefits of the Early Childhood Program; an excerpt from the report "What Effective Schooling Research Says to Migrant Education Program Planners" (by William G. Savard and Kathleen Cotton) discussing parent participation in instructional programs; the State Cabinet's concerns about school children and the schools; a "bill analysis" of State Representative Bob Johnson's bill creating the Dropout Prevention Target Program and a copy of the bill itself; "A Study of Florida Secondary School Dropouts," a final report by MGT of America, Inc.; and a table entitled "Survival Ratios by Grade Groups for the Total School Population and Identified Migrants 1979-1982." (NQA)

ED 254 397 SE 045 405

Schunk, Dale H.; Hanson, Antoinette R.
Influence of Peer Models on Children's Self-Efficacy.
PUB DATE- 85
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Education; *Elementary School Mathematics; *Mathematics Instruction; *Peer Influence; *Self Concept; Sex Differences; *Subtraction
IDENTIFIERS- *Mathematics Education Research; Peer Modeling; Self Efficacy

This experiment investigated how children's self-efficacy and achievement were influenced by their observing peer models learn a cognitive skill. Within this context, the effects of modeled mastery and coping behaviors were explored. The subjects were 72 children aged 8 to 10 who had experienced difficulties learning subtraction with regrouping operations in their classes. Children observed a same-gender peer demonstrate either rapid (mastery model) or gradual (coping model) acquisition of subtraction skills, observed a teacher model demonstrate subtraction operations, or did not observe a model. Children then judged self-efficacy for learning to subtract, and received subtraction training. Observing a peer model led to higher self-efficacy for learning, posttest self-efficacy, and achievement, than did observing the teacher model or not observing a model. Children who observed the teacher model scored higher than no model subjects on these measures. No significant differences were obtained on any measure due to type of peer modeled behavior (mastery/copying). (Author/MS)

ED 254 131 HE 018 027

Tancredo, Thomas G.; And Others
State Deregulation and Management Flexibility.
American Association for Higher Education, Washington, D.C.
PUB DATE- Jun 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)
DESCRIPTORS- Budgeting; College Administration; *Financial Policy; Full Time Equivalency; *Governance; Governing Boards; *Government School Relationship; Higher Education; *Institutional Autonomy; Resource Allocation; *State Government; Tuition
IDENTIFIERS- *Colorado; *Deregulation

The origin of deregulation of higher education in Colorado, its effects, and implications for other states are discussed. In "How and Why It Happened," Thomas G. Tancredo traces the development of a new budgeting process, called MOU (memorandum of understanding). Under MOU each governing board is responsible for setting the expenditure level for institutions, setting tuition policies, and retaining and expanding all cash revenues generated at the institutions. State appropriations are based on general-fund support per full-time equivalent student. Tension in legislative-institutional relations was one reason for the change. In "Deregulation's Effects--and Defects," Marilyn McCoy sees efficiency as a potential result of providing incentives and delegating authority and responsibility to college officers and board members. One disadvantage is that the state can impose pay increases for staff without having to pay for them. Finally, in "Lessons from Colorado," Patrick M. Callan explains his reactions to the Colorado experiment. He sees a combination of flexibility and control in the model. The issue is whether this new system has the mix of incentives that, over the long term, produces institutional responsibility and serves enduring public interests. (SW)

Halstead, Kent

How States Compare in Financing Higher Education, 1984-85. Eighth Edition.

National Inst. of Education (ED), Washington, DC. Educational Policy and Organization Program.

PUB DATE- May 85
NOTE- 126p.; For related documents, see ED 230 160 and ED 239 577.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Educational Finance; Enrollment Trends; Financial Support; Government School Relationship; *Higher Education; Institutional Characteristics; Local Government; Models; Public Education; *Resource Allocation; School Taxes; *State Aid; *State Colleges; State Government; State Universities; *Tax Allocation
IDENTIFIERS- *Public Colleges

Fiscal year appropriations and supporting data are presented for comparative analysis of state financing of public higher education. The report is based on the fall collection of state appropriations data reported by M. M. Chambers. It presents a model of state rankings for seven independent factors plus eight derived measurements that together represent the principal state conditions and financial actions underlying and governing appropriation levels. The text explains the design of the model and its use, defines the measurements, and presents a limited macro analysis. A technical appendix provides greater detail on data definitions; analysis and interpretation of the data are the responsibility of state and individual users. The seven factors of the model include: (1) resident student source, high school graduates; (2) college attendance ratio; (3) system support index, 1981-1982; (4) tax capacity, 1983; (5) tax effort, 1983; (6) allocation to public higher education, 1984-1985; and (7) tuition factor, 1984-1985. Tabular data are presented independently by state in rank order for fiscal year 1985; collectively by state in alphabetical order, fiscal year 1985; and historically by state 1978-1985. (SW)

ED 254 244 IR 051 046

Kim, Sook-Hyun
Southeastern ARL Libraries Cooperative Serials Project Report Phase I: October 1, 1981-December 23, 1982 and Project Manual.
Tennessee Univ., Knoxville. Univ. Libraries.
PUB DATE- 14 Jan 83
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Libraries; Higher Education; *Interlibrary Loans; Library Acquisition; *Library Automation; Library Circulation; *Library Cooperation; Library Networks; Library Personnel; Library Statistics; Program Descriptions; *Research Libraries; *Serials
IDENTIFIERS- OCLC; Resource Sharing; *University of Tennessee Knoxville

A cooperative serials project was undertaken by eight members of the Association of Research Libraries to develop a regional resource sharing system for current serials. The goals of the program were to implement a cooperative serials acquisitions and deselection program and to promote a rapid and extensive interlibrary loan program through the dissemination of the participating libraries' holdings information. The first step toward the goal was conversion of serials cataloging records to machine readable form using the OCLC bibliographic utility so that records of each library's holdings could be readily available to other institutions. This report briefly describes the activities and accomplishments of the conversion effort at the University of Tennessee Library, Knoxville. The following topics are addressed: staff, equipment, planning, activities and general procedures, methodology, and statistics. Appendices, which constitute the major part of the report, include staff lists, current conversion status statistics, shelflist inventory, expenditures, and the serials project manual developed in 1981 prior to the beginning of the project. (THC)

ED 254 287 JC 850 095

Silberg, Carol A.
What Is the Relationship between the Effectiveness of Nonprofit Organizations' Marketing Techniques and Type of Audience Approached?
Prince George's Community Coll., Largo, Md.
PUB DATE- 14 May 84
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Community Colleges; *Information Sources; *Institutional Advancement; *School Community Relationship; School Surveys; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Prince Georges Community College MD

A study was conducted at Prince George's Community College (PGCC) to determine which marketing techniques used by the college were most effective in student recruitment, and whether the way in which students heard about the college was affected by the reason they came to PGCC and by the area that they selected for their major. As part of the spring 1984 registration process, students were asked to complete a form including questions about how they heard about PGCC, their reasons for attending the college, and whether their major was in the arts and sciences area, technical and career area, or undeclared. Of the 5,239 students who responded to these questions, 35% indicated that their primary reason for attending the college was to prepare for transfer to a four-year institution; 24% were preparing for immediate job entry; and 18% were exploring new career or academic areas. Of the same group, 39% heard about the college from a publication mailed to their home, 24% heard through friends and family members, and 20% through high school teachers or counselors. Based on analyses of student responses it was concluded that: (1) high school teachers and counselors had a greater influence on transfer students than was expected, while mailed publications were less effective; (2) the mailed publications were more effective for students attending the college for new careers or self-enrichment; (3) friends and family were less frequently a source of information about the college for arts and science students with immediate career objectives than for those planning to transfer; and (4) different college publications should be written for different audiences with the means of distribution of the publication depending on the specific audience. A literature review on marketing for nonprofit organizations is included. (LAL)

ED 254 315 PS 014 905

Shantz, Carolyn Uhlinger
Conflicts and Conundrums in Child Development.
PUB DATE- Aug 84
NOTE- 25p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *Child Development; *Conflict; Conflict Resolution; Developmental Stages; Peer Relationship; Research Needs; *Research Problems; *Social Behavior; Social Cognition; *Social Environment; Theories
IDENTIFIERS- *Developmental Theory; Dyadic Interaction Analysis

Social and cognitive theories indicate that conflict plays an important role in an individual's psychological development. Research findings bearing on this conundrum provide initial hints about what social conflict in children is like and how it relates to characteristics of the child, but the short and long term positive and negative effects of social conflict on development remain unknown. A second conundrum concerns the fact that, while conflict is a dyadic relationship, it may not be studied as such. Studying children's natural social behavior in the past decade has shown how difficult it is to think "dyadically." To understand conflict, it could be very important to focus on the identity of the dyad. A third conundrum concerns whether or not the study of conflict can reveal the structure of the social environment to which the child adapts and can illuminate aspects of that environment as it adapts to the child. Most major theories of development do not address systematically the interaction of the developing child and the social environment. Over time and over many conflicts, messages are provided from the group to the child and from the child to the group concerning circumstances important enough to generate conflict. Analysis of conflict at the group level may reveal some major structures of information in the child's social environment. (RH)

ED 254 329 PS 014 947

Trushin, Barbara Y.

A Language Development Program to Improve the Receptive Language Skills of Disadvantaged Kindergarten Children.

PUB DATE- Jan 84
NOTE- 88p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Cognitive Development; *Disadvantaged Youth; *Educational Improvement; Intervention; *Kindergarten Children; *Language Acquisition; Listening Comprehension; *Listening Skills; Low Income Groups; Primary Education; Vocabulary Development
IDENTIFIERS- Florida (Dade County); Peabody Language Development Kits

In a primary school in Dade County, Florida, disadvantaged kindergarten children were entering first grade without the receptive language and listening skills necessary to succeed academically. A practicum attempted to remedy this problem by stimulating kindergarten children's receptive language skills in vocabulary and listening comprehension. (Children were primarily black and disadvantaged.) A second aim was to advance the children's cognitive abilities so that the classroom teacher would feel that the intervention was a satisfactory method of improving her students' language skills. Four times a week for 3 months, the teacher met with 13 children in her class for lessons from the Peabody Language Kit Revised for Primary Children. A school psychologist met with the children three times during the intervention period to reinforce certain skills. Assessment instruments were the Peabody Picture Vocabulary Test, the Test of Auditory Comprehension of Language, and the Boehm Test of Basic Concepts. Scores were obtained on pretests and posttests; results indicated that the group as a whole had a 17 percent average increase in receptive vocabulary, a 28 percent average increase in cognitive abilities, and a 13 percent average increase in listening skills. The program was rated by the teacher as being successful in helping students. (Author/CB)

ED 254 382 RC 015 204

A Case Study of the Impact of Students from Mexico Upon a Typical Texas Border School District.

Texas Education Agency, Austin.

PUB DATE- Feb 77
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Facilities; Educational Needs; *Educational Resources; Elementary Secondary Education; *Enrollment; *Immigrants; Language Proficiency; *Mexicans; Personnel Needs; Public Schools; Questionnaires; School Districts; School Taxes; *Space Utilization; Student Placement
IDENTIFIERS- *Impact; Impact Studies; *Rio Grande City Independent School District TX; Texas

Empirical data and staff opinions were gathered to determine the enrollment of Mexican immigrant/alien students in the Rio Grande City Schools during the 1976-77 school year and their impact on space utilization, educational programming, staffing, and funding. Eleven staff members, representing administrators, principals, teachers, and counselors, were interviewed. Building principals were administered the Principals' Questionnaire to secure enrollment, building, and program data. A 7-item questionnaire identified students born in Mexico by campus and grade, recorded birthdates and length of enrollment in the district, indicated participation in the free lunch program and whether students lived with a parent or guardian, and included an assessment of the student's English-speaking proficiency by a teacher, and whether or not the student was assigned to a special educational program. Data indicated that: enrollment of Mexican immigrant/alien students increased from 455 in 1976-76 to 505 in 1976-77 while the district's total enrollment increased from 3,956 to 4,082; most staff members felt that overcrowded classrooms resulted from the enrollment of immigrant/alien students at the elementary and junior high school levels; program capacities appeared to be exceeded by non-immigrant/alien enrollments at the elementary level; additional staff members and staff development programs for teachers were critically needed; and immigrant families had no effect on the district's tax base. Survey instruments are appended. (NQA)

ED 254 440 SO 016 209

Wilkins, Beverly
Effectiveness of Economic Education Programs with Employees: A Study from the Perspective of B. F. Goodrich Tire Group, TRW, and the Timken Company.
PUB DATE- Jan 84
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Economic Association (10th, New York City, NY, March 15-17, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Continuing Education; Course Content; *Economics Education; Educational Assessment; Educational Objectives; Higher Education; *Industry; *Job Enrichment; *Nonschool Educational Programs; Program Descriptions; Program Evaluation; Research Needs; School Business Relationship; Secondary Education; *Staff Development

The purpose of this paper is to examine the effectiveness of nonschool economic education programs, using as specific examples three Ohio companies--The Timken Company, B. F. Goodrich, and TRW. The objectives and content of the economic programs that each of these company offers it employees are described, and the procedures used to evaluate each program's effectiveness are discussed. The companies' economic programs include elements that suggest program success. For example, the programs take into consideration the employees' needs and interests. The companies are committed to economics education and the provision of programs that are not self-serving and avoid being propagandistic. One of the companies believes, however, that basic economic knowledge should be provided through adult or college education, with industry providing additional on-going economics programs. The companies' internal evaluations showed that their economic programs are enthusiastically received by employees. However, the success and effectiveness of the nonschool economic education program cannot be determined until a standardized objective instrument is developed for evaluative purposes. (RM)

Durden, John D.; And Others

The Akron Story Part I: Summer Foreign Language Camps and The Akron Story Part II: Europe on $15 a Day.

PUB DATE- 84

NOTE- 6p.; In: Snyder, Barbara, Ed. Look Out World, Here We Come! See FL 014 904.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (030)

DESCRIPTORS- College Credits; Costs; Cultural Activities; *Cultural Education; *Faculty Development; French; Group Activities; *Immersion Programs; Language Teachers; Learning Activities; Native Speakers; *Resident Camp Programs; Scheduling; Secondary Education; *Second Language Instruction; Spanish; Summer Programs

IDENTIFIERS- *Language Camps; Ohio (Akron)

Two articles combined here describe aspects of the Akron, Ohio Public Schools' summer foreign language immersion camps for both students and teachers. The first article, "The Akron Story Part I: Summer Foreign Language Camps" (John D. Durden and Sandra K. Strauber), outlines the structure of the camps, in which students live in simulated cultures, either French or Spanish, entering through customs and participating in target culture activities as well as traditional summer camp activities, including singing, crafts, dancing, outdoor sports, conversation groups, special celebrations, flea markets, visiting a bank and store using foreign currency, and dramatics. All activities in the camps are conducted in the target language, and the adults have native or near-native target language skills. The second article, "The Akron Story Part II: Europe on $15 a Day" (John D. Durden, Marguerite M. Terrill, and Shirley Perisutti), describes the participation of French and Spanish teachers in two week-long institutes sponsored by the Akron Public Schools through a grant from a philanthropic foundation. The institutes, which provided a professional development opportunity in a total immersion situation, were scheduled at the same time and on the same site as the schools' summer foreign language camps for secondary school students. Advantages to the teachers included socialization with native speakers of French and Spanish, interaction with students, opportunities to learn new ideas and techniques from the master teachers teaching the students, and contact with other language enthusiasts, including college students and program administrators. (MSE)

ED 254 117 HE 017 933

McCord, Joan

Faculty at the Threshold. Microcomputing Working Paper Series.

Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-E-84-3
PUB DATE- Aug 84
NOTE- 10p.; For related document, see HE 017 932.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, Philadelphia, PA 19104.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *College Faculty; Competence; Computer Assisted Instruction; *Computer Literacy; Computer Oriented Programs; Educational Change; Higher Education; Intellectual Disciplines; *Microcomputers; *Teacher Attitudes
IDENTIFIERS- *Drexel University PA

A Drexel University survey of faculty determined their experience with computers, knowledge of various computer languages, and attitudes about a new policy requiring students' use of microcomputers. Questionnaire responses were obtained from 328 full-time faculty and 222 part-time faculty. For 15 possible ways of using computers, only a minority of the faculty reported having extensive experience, and for every discipline, younger faculty had more computer experience. Both full- and part-time faculty were more likely to have used computers for numerical computations than for word processing, data analyses, literature search, or playing computer games. A higher proportion of full- than part-time faculty had computer experience. Computers were used by over 50 percent of the engineering and science faculty. While 45 percent of the business administration faculty had extensive computer experience, 42 percent had no experience. Engineering/science faculty were more likely to have written programs in high-level languages than to have used software packages, while business faculty were more likely to have used software. Faculty were more likely to have used a mainframe computer than a microcomputer. The views of faculty about a new requirement that freshmen own a microcomputer were also assessed. (SW)

ED 254 145 HE 018 110

Kurfiss, Joanne

Development in College: Perspectives, Processes, and Reflections on the Role of Writing.

PUB DATE- 15 Oct 83

NOTE- 10p.; Paper presented at a Meeting of the Northern Rocky Mountain Educational Research Association (October 15, 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Abstract Reasoning; *College Instruction; *Developmental Stages; Higher Education; *Intellectual Development; Learning Theories; *Logical Thinking; Writing (Composition); *Writing Processes

IDENTIFIERS- *Perry Developmental Scheme

The link between writing and the development of reasoning abilities, and implications for the college curriculum are discussed. The developmental models/theories of Piaget, Kohlberg, Gilligan, and Perry are described. Perry identifies a level of cognitive development called "dualism," which is a tendency to view the world in absolute, binary terms. Through interviewing students at the end of their freshman year, Perry determined that few were dualistic, although many of the students described themselves as dualistic before college. The "optimal match" hypothesis suggests that instruction that challenges the students' current thinking structures will have the greatest impact on motivation and learning. Specifically, the optimal level of challenge is one "stage" or position above the students' present level. In Perry's model, this would mean helping the dualistic student understand and accept the possibility of multiple frames of reference. Initially this might be accomplished by asking students to rewrite an essay for several different audiences; later they can be assigned exercises requiring reading or listening to, and then summarizing a variety of opinions on a topic. Journal writing would provide a complementary outlet for students' emotional responses to course material and its intellectual demands. (SW)

Analysis of Error Associated with the Application and Allocation Aspects of the Campus-Based Program: Plan for Remaining QC IV Stage 1 Analysis.

Advanced Technology, Inc., Reston, VA.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- Oct 84
NOTE- 11p.; For related documents, see HE 018 112-135 and HE 018 137-140.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computation; *Data Collection; *Error Patterns; Evaluation Criteria; *Federal Aid; Grants; Higher Education; Needs Assessment; Problem Solving; *Quality Control; Records (Forms); *Resource Allocation; *Student Financial Aid; Student Loan Programs; Work Study Programs
IDENTIFIERS- *Campus Based Financial Aid; College Work Study Program; National Direct Student Loan Program; Supplemental Educational Opportunity Grants

The impact of data discrepancies made by colleges on the Fiscal Operations Report and Application to Participate (FISAP) is addressed, with attention to both impact on the entire aid program and resource allocation to institutions. Brief descriptions are provided of the allocation formulas for the three campus-based aid programs (Supplemental Education Opportunity Grants, National Direct Student Loans, and the College Work-Study program). The recomputation of national and state fair share allocations requires two steps: recomputation of institutional need for each program, and estimation of changes to allocations using Department of Education worksheets. The final step is to develop a national estimate of changes in institutional allocations. In developing error profiles, one focus is on institutions, and the results may lead to selection criteria for increased edit checks or data verification. Another focus of the profiles is the data discrepancy itself and the causes of the errors. Included is a list of FISAP data that have been examined as part of the Department of Education Quality Control Project, along with information on the types and frequency of discrepancies that have not yet been corrected. (SW)

ED 254 230 IR 051 031

Gifford, Vernon; Gifford, Jean

Effects of Teaching a Library Usage Unit to Seventh Graders.

PUB DATE- Nov 84
NOTE- 6p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Grade 7; Junior High Schools; *Library Instruction; *Library Materials; *Library Skills; Program Effectiveness; Program Evaluation; *Reference Materials; School Libraries; Secondary Education; Use Studies

This document reports the results of a study undertaken to determine if teaching a 2-week unit on library usage to 7th graders would increase their use of the library. From three non-ability grouped 7th grade classes, two classes of 26 students each were randomly selected for the study. One class was randomly assigned as the experimental group and the other was designated as the control group. The experimental group was taught how to care for a book; the different parts of a book and their usefulness; the student's responsibilities when he/she checks out materials from the library; how to use reference materials, such as encyclopedias, dictionaries, the vertical file, newspapers, magazines, the "Reader's Guide to Periodical Literature," and nonfiction books; and how to use the card catalog. These students were given drills and practice exercises but they were not tested on the skills taught. The control group was not taught library methods and skills. They continued going to their regular English class. Teachers of both groups were asked to make assignments that would require use of the library. A frequency count kept on both groups for six weeks after the unit was taught indicated that teaching the 2-week unit significantly increased the total usage of the library, with the experimental group using the library significantly more than the control group. The greatest gains were achieved in the areas of encyclopedias, the vertical file, the "Reader's Guide," and usage during a free study period outside of library time. (THC)

ED 254 273 JC 850 076

Slowinski, Donald J., Ed.

A Guide for Effective Student Services in Maryland Community Colleges.

PUB DATE- 84
NOTE- 27p.; Adopted by the Deans of Students of the Maryland Community Colleges, 1984.
AVAILABLE FROM- Dean of Students, Essex Community College, Baltimore County, Maryland 21237 ($2.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Ancillary School Services; College Admission; *Community Colleges; Counseling Services; Remedial Programs; School Orientation; *Student College Relationship; Student Financial Aid; *Student Personnel Services; Two Year Colleges
IDENTIFIERS- *Maryland

Designed as a guide for effective student service programs, this publication attempts to provide information on policy decisions, underscore the importance of and need for a comprehensive student services program, and serve as a philosophical and administrative model for professional educators in community colleges in Maryland. Introductory material focuses on the development and purposes of the guide, the philosophy and purpose of student services, and the mission statement adopted by the deans of students of the Maryland community colleges. The next section outlines the six major goals and related objectives flowing from the mission statement. Next, the following functions of student services are described and standards of competency for each function are delineated: (1) admissions; (2) alumni activities; (3) athletics; (4) career planning and placement; (5) child care services; (6) the college bookstore; (7) college food services; (8) counseling and advising; (9) developmental education; (10) financial aid; (11) health services; (12) orientation; (13) records and registration; (14) safety and security services; (15) services for special student populations; and (16) student activities. Finally, a statement of standards of professional practice adopted by the Board of Directors of the National Association of Student Personnel Administrators and a directory of Maryland Community Colleges are presented. (LAL)

ED 254 412 SE 045 428

Boram, Robert D.; Renner, John W.

Measured Formal Thought and That Required to Understand Formal Concepts in College Level Physical Science.

PUB DATE- 85
NOTE- 6p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Cognitive Processes; Cognitive Structures; *College Science; *Comprehension; Higher Education; Logical Thinking; *Physics; Preservice Teacher Education; *Problem Solving; Science Education; *Scientific Concepts; Student Characteristics
IDENTIFIERS- *Formal Operations; Piagetian Tasks; Science Education Research

Students (N=49) enrolled in a physics course for elementary teachers were evaluated for their abilities to use: (1) combinatorial logic; (2) separation and control of variables; (3) proportional reasoning; and (4) reciprocal implications. Performance of four Piagetian tasks during interviews was treated as a measure of the degree to which students could function with these four formal thought characteristics. Students were also evaluated for their abilities to use the four formal thought characterstics in problem-solving situations. Students' responses to items inserted into five course examinations were treated as measures of their abilities to use the charactertistics of formal thought in problem-solving. These items focused on six physics concepts dealing with torque, electricity, optics, and heat (since understanding these concepts requires use of one or more characteristics of formal thought). Results suggest that a non-significant relationship exists between formal thought characteristics required to solve a problem and demonstrating the possession of those characteristics. When success on each of the interview tasks was correlated with success on each of the other tasks, all correlation coefficients obtained were significant and moderately high, suggesting that success on a problem which requires formal thought depends on an overall formal thought structure. (Author/JN)

ED 254 426 SE 045 447

Kirman, J. M.; Goldberg, J.

A Landsat Color 1 In-Service Training Program for Elementary School Teachers and the Mass Testing of Their 718 Pupils.

SPONS. AGENCY- Alberta Dept. of Advanced Education and Manpower. Edmonton.
PUB DATE- Dec 84
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Academic Achievement; *Earth Science; *Elementary School Science; Foreign Countries; *Inservice Teacher Education; Intermediate Grades; *Map Skills; Program Effectiveness; Science Education; *Science Instruction; Sex Differences
IDENTIFIERS- Canada; *Landsat; Science Education Research

Thirty teachers and 718 students in grades 4, 5, and 6 in Edmonton, Alberta participated in a study to determine the value of simultaneous one-way television and group telephone conferencing (compared to conventional instruction) for teaching LANDSAT imagery. Results indicate that: (1) a 5-hour instruction period is sufficient to train elementary school teachers to teach their students to interpret color 1 LANDSAT imagery on an introductory level for class use; (2) there are small but significant differences favoring male over female students (in TV-telephone group) on an achievement test; (3) some students appear to emphasize color over pattern or shape in interpreting color 1 LANDSAT imagery ground truth (suggesting that teachers emphasize the role that pattern, color, and shape play in ground-truth interpretation; (4) there is confusion among students in distinguishing snow and clouds in the LANDSAT imagery; and (5) that a grid procedure test map is less precise than one-to-one oral testing or the marking of arrows or circles to identify features on LANDSAT imagery. In addition, results of the achievement test confirm previous research indicating that elementary school students are capable of working with LANDSAT color 1 images. (JN)

ED 254 059 FL 014 681

Voght, Geoffrey M., Ed.
Proceedings of the EMU Conference on Foreign Languages for Business and the Professions (Dearborn, Michigan, April 5-7, 1984). Part III: Taking the Humanities to Business.
PUB DATE- Apr 84
NOTE- 298p.; For related documents, see FL 014 679-686.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Banking; *Business Administration Education; College Second Language Programs; Cross Cultural Training; Cultural Education; *Education Work Relationship; French; German; *Humanities Instruction; *International Trade; *International Trade Vocabulary; Japanese; *Languages for Special Purposes; Liberal Arts; Program Descriptions; School Business Relationship; Spanish

Part III of the proceedings contains 12 presentations. They are: "The Role of Business Language in the Traditional Curriculum" (Michel Rocchi); "Foreign Languages for Business and the Professions Belong in the Liberal Arts" (Robert A. Kreiter); "How Much and How Far? Commercial French and the Student, Instructor, Administrator, and the Business World" (Maurice G. Elton); "Re-Educating the Language Educator for the Corporate Sector" (Michele J. Sabino); "Rationale, Structure, and Methodology of a French Language Program for American Bankers and Traders" (Irene Finel-Honigman); "A Corporate-Academic Partnership: Honeywell and the College of St. Thomas" (Mary Hess and Paul A. Schons); "Language/Culture Courses in Spanish, German, and French for Rockwell International" (Florence L. Masters); "Cross-Cultural Negotiation Strategies in the Language Classroom" (Keith Maurice); "Haragei: A Communicative Strategy for Japanese and Americans" (Donald McCreary); "German Meets American--Cultural Shock in the Boardroom" (Jack Troyanovich); "The Language Teacher as Cross-Cultural Trainer: Evaluation" (William Schwab); and "Cross-Cultural Training for Business: A Consultant's Primer" (Susan Rippert Davila). (MSE)

ED 254 074 FL 014 859

Stennett, R. G., Earl, L. M.
Elementary French Core Program Evaluation: Final Report. Research Report 84-02.
London Board of Education (Ontario). Educational Research Services.
PUB DATE- 84
NOTE- 40p.; For related documents, see FL 014 860-861.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Awareness; Foreign Countries; *French; Grade 6; Grade 7; Grade 8; Intermediate Grades; *Introductory Courses; Junior High Schools; Language Attitudes; Language Skills; Language Tests; *Program Effectiveness; Program Evaluation; Scheduling; *Second Language Instruction; *Time Factors (Learning)
IDENTIFIERS- Ontario (London)

A study assessing the instructional effects of increasing core French instruction in grade 8 from 20 to 40 minutes daily looks at students' acquisition of language skills, attitudes, and cultural awareness. A random sample of two groups of 150 students was chosen and the groups were administered different tests. Subjects were chosen randomly from the same schools for four successive grade 8 cohorts, each year's group (from 1977-78 to 1982-83) having had increasing class time devoted to French instruction in grade 6 through grade 8. Data used included French language achievement and attitude tests and results of the grade 7 system-wide Canadian Test of Basic Skills. Only data on students exposed to the core French program were used for statistical tests. Results indicate that increasing the amount of instructional time produced significant improvements in most aspects of students' achievement in French. Students also generally showed increasingly positive attitudes toward French Canadians and learning French and have less anxiety about active participation in their French classes. Their knowledge of the French culture had not changed significantly. (MSE)

ED 254 089 FL 014 887

Shaner, J. Michael
Adult School for Cuban Refugees, Fort Indiantown Gap, Pennsylvania. Final Evaluation Report and Executive Summary.
Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.

SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 80
NOTE- 34p.
CONTRACT- 300-80-0713
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Adult Education; *Cubans; *English (Second Language); Federal Programs; *Program Administration; Program Descriptions; *Program Effectiveness; Program Evaluation; *Refugees; Second Language Instruction
IDENTIFIERS- *Pennsylvania (Fort Indiantown Gap)

An educational program developed for adults as part of a larger resettlement operation for Cuban refugees seeking asylum in the United States and based at Fort Indiantown Gap, Pennsylvania is described and evaluated. Evaluative measures indicated that the program was more successful than anticipated, with substantial upward movement through tested levels of competence in English as a second language in a five-week period. Attitude surveys showed that the majority of teachers and administrators viewed the school as a success. Among the recommendations made for similar efforts to be undertaken in the future are these: (1) additional Department of Education Department of State coordination; (2) sufficient Department of Education resources for quick response to emergency refugee needs; (3) immediate availability of formal education programs for refugee children and adults; (4) choice of a local administrative agency with substantial expertise; (5) ongoing contact among agencies responsible for program administration; (6) leadership, energy, and flexibility in the administrative staff; (7) sensitive but highly motivated and responsible teaching staff; (8) early and systematic assessment of and provision for staff inservice needs; (9) greater emphasis on vocational preparation and other acculturation efforts as an adjunct of earlier formal language instruction; and (10) open lines of communication among all parties concerned, including the media and refugees. (MSE)

ED 254 159 HE 018 124

Assessment of Alternative Student Aid Delivery Systems: Preliminary Specification of the Current System with Program Antecedents.

Advanced Technology, Inc., Reston, VA.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.

PUB DATE- Jan 83

NOTE- 235p.; For related documents, see HE 018 112-135 and HE 018 137-140.

CONTRACT- 300-80-0952

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Delivery Systems; Eligibility; *Federal Aid; *Federal Legislation; *Financial Aid Applicants; Grants; Higher Education; History; Need Analysis (Student Financial Aid); *Program Administration; Public Policy; Resource Allocation; *Student Financial Aid; Student Loan Programs; Work Study Programs

IDENTIFIERS- College Work Study Program; Guaranteed Student Loan Program; National Direct Student Loan Program; Pell Grant Program; Supplemental Educational Opportunity Grants

Specifications of the current delivery systems of the Pell Grant program, the Guaranteed Student Loan (GSL) program, and campus-based aid programs are provided. The relationship between features of the programs and delivery systems is also examined. The campus-based programs include the Supplemental Educational Opportunity Grant (SEOG) Program, the College Work Study (CW-S) Program, and the National Direct Student Loan (NDSL) Program. The following components of the current systems are covered: pre-application, student application, student eligibility determination, benefit calculation, fund disbursement, and account reconciliation. These components are then subdivided into activities specific to each program. Each activity is further broken down into a series of steps characterized in input-process-output chains (i.e., activities that initiate a series of processes, the activities undertaken in response to inputs, and documents/actions resulting from inputs and processes). Appended are questions related to program design that are determined by laws, regulations, policy decisions, and historic practices. The legislative histories of the Pell, GSL, SEOG, CW-S, and NDSL programs are included, with attention to revisions and amendments, and the funding history. (SW)

ED 254 216   IR 011 531

Information Resources on Microcomputer Software Evaluation. A Selected ERIC Bibliography.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 84
NOTE- 3p.
CONTRACT- 400-77-0015
AVAILABLE FROM- ERIC Clearinghouse on Information Resources, 030 Huntington Hall, Syracuse University, Syracuse, NY 13210 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Check Lists; *Computer Software; *Evaluation Criteria; Media Selection; *Microcomputers; *Purchasing
IDENTIFIERS- ERIC; *Software Evaluation; Software Reviews

Eleven articles and documents selected from the ERIC indexes, "Resources in Education" and "Current Index to Journals in Education" for 1983 are listed in this bibliography. Emphasis is on criteria for selecting and purchasing educational software for microcomputers. Several articles cover software evaluation issues and describe specific procedures for evaluating programs. Evaluation checklists are included in several publications cited. In addition to bibliographical information and the annotation, ERIC accession numbers are provided for each citation. (LMM)

ED 254 259 JC 840 624

Dordick, Bruce
Periodontics II: Course Proposal.
Philadelphia Community Coll., Pa.
PUB DATE- 80
NOTE- 66p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; Community Colleges; *Course Content; *Course Objectives; Dental Hygienists; *Dentistry; Two Year Colleges
IDENTIFIERS- *Periodontics

A proposal is presented for Periodontics II, a course offered at the Community College of Philadelphia to give the dental hygiene/assisting student an understanding of the disease states of the periodontium and their treatment. A standardized course proposal cover form is given, followed by a statement of purpose for the course, a list of major course goals, a course outline, and a bibliography. Next, eight course-level objectives (CLO) are presented, along with levels of acceptable performance, intermediate performance objectives, and student activities pertaining to each CLO. According to the CLO's, the student will: (1) describe a rationale for the usage of the various models of temporary stabilization; (2) describe at least five types of periodontal surgery; (3) describe the healing of a periodontal surgical wound; (4) describe relationships of mandible tc maxilla and of the jaws to the tempromandibular joint; (5) describe at least four roles of minor tooth movement in relation to the broad scope of periodontal treatment; (6) list 10 different types of oral habits; (7) describe the maintenance program indicated for a periodontally treated patient; and (8) list indications for and implications of the uses of drugs in periodontics. (HB)

Klass, Carol Speekmann
Meaning and Purposes of Recurrent Interactive Processes in Supplementary Child Rearing.
PUB DATE- Apr 84
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Early Childhood Education; Field Studies; *Individualism; *Research Methodology; Socialization; Social Science Research; *Social Values; *Teacher Attitudes; Teacher Background; *Teacher Behavior; Traditionalism
IDENTIFIERS- Critical Theory; Positivism; Qualitative Analysis

A qualitative study was made of the daily experiences of young children and their teachers in a nonprofit day care center. The study's major focus concerned the orientations of four day care teachers toward children's individual and social learning experiences. Key concerns of the study were values, classroom interaction, and social continuity. By viewing children's day-by-day experiences and their teachers' orientations toward individual and social experiences, the investigation provided a conceptual model for understanding whether day care does in fact threaten the continuity of America's values. The research approach primarily followed the interpretive tradition; aspects of the positivist and critical social science perspectives were included. Four dimensions of teacher behavior were found to be salient in the data: teachers' arrangement of environment; their interactions with children; their interactions with each other; and children's action that the teacher allowed and/or encouraged. Analysis of each of these dimensions provided evidence that teachers' actions predominantly emphasized individual learning, even within different social situations. This finding was examined from an historical perspective. It was concluded that teachers' emphasis on children's individual learning experiences perpetuates America's tradition of individualism. (Contrasts among the basic assumptions of positivist, interpretive, and critical research orientations are illustrated in chart form.) (RH)

ED 254 343 PS 014 973

Webster, Loraine
Today's Parents Want It All for Their Preschool Children.
PUB DATE- Oct 84
NOTE- 10p.; Paper presented at the Meeting of the Northern Rocky Mountain ERA (Jackson Hole, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Curriculum; *Early Childhood Education; *Educational Objectives; Kindergarten; Listening Skills; Manuscript Writing (Handlettering); Mathematics Skills; Nursery Schools; *Parent Attitudes; Preschool Children; Reading Skills; Surveys; Writing Skills
IDENTIFIERS- Project Head Start; *South Dakota

In contrast to the traditional curriculum for young children, a strong movement has recently encouraged children's starting formal, academic learning at an early age. This document describes three visits to preschool classes to illustrate the academic nature of classes today. In the kindergarten class visited, the whole class completed worksheets on simple subtraction and then divided into three reading groups. Two groups did workbook pages while the third group worked with a student teacher. During the visit to a Project Head Start classroom, 3- to 4-year-olds learned number concepts, shapes, and colors, and practiced writing the numeral 2. In the third classroom, a private preschool with an enrollment of ten 4-year-olds, the class dictated an experience story to the teacher and then read it over several times. Results of a survey sent to the parents of children in nursery schools, day care centers, and Head Start programs throughout South Dakota revealed that these parents, like those in other states, "want it all" for their children. According to the survey, parents reported that 3- to 4-year-olds need traditional play experiences, but they also need to begin reading, writing, and math along with learning to sit still, listen attentively, and do seat work. It is suggested that parents want children to learn the skills they perceive to be necessary for entering kindergarten and that early childhood educators need to give serious thought to this apparently national shift in parent expectations. (CB)

ED 254 370 RC 015 180

Lovett, Ollie M.

PATHWAYS: An Adult Pre-GED Writing Skills Workbook. Level I. Teacher's Guide.

Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 84
NOTE- 81p.; For related documents, see RC 015 172-184.
GRANT- G008201011
AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721 N. Central Ave., #814, Phoenix, AZ 85004 ($4.95).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; American Indian Culture; *American Indian Education; American Indian Literature; Capitalization (Alphabetic); Course Objectives; *Form Classes (Languages); High School Equivalency Programs; Paragraph Composition; Punctuation; Reading Instruction; Reading Skills; Relevance (Education); Sentence Structure; *Supplementary Reading Materials; *Teaching Methods; Tenses (Grammar); Tribes; Units of Study; Vocabulary; Writing Instruction; *Writing Skills
IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

The teacher's guide accompanying the Pre-GED (General Educational Development) Level I writing skills student workbook of the PATHWAYS Curriculum deals with: (1) correct usage of the parts of speech, (2) sentence structure; (3) paragraph development; and (4) correct usage of punctuation and capitalization. The guide provides for each lesson in the workbook a concise explanation of each skill, suggested teaching strategies for presenting the skills, answers to the exercises, and a list of available commercial materials that may be used to supplement the exercises in the workbook. The preface of the guide describes in detail the components of the culture-based GED preparatory reading and writing curriculum for American Indian adult education students. (ERB)

ED 254 398 SE 045 408

Schunk, Dale H.; Gunn, Trisha P.

Strategy and Attributional Effects on Children's Self-Efficacy and Skills.

PUB DATE- 85

NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attribution Theory; *Division; Educational Research; Elementary Education; *Elementary School Mathematics; *Mathematics Instruction; Psychological Studies; *Self Concept; *Student Attitudes

IDENTIFIERS- *Mathematics Education Research; Self Efficacy

This study explored how task strategies and attributions for success during cognitive skill acquisition influenced self-efficacy and skillful performance. Fifty children aged 9 to 10 who lacked division skills received instruction and practice opportunities. Task strategies were assessed by recording children's verbalizations while they solved problems. Ability attributions exerted the strongest influence on changes in self-efficacy, and improvements in division skill largely depended on self-efficacy and effective strategy use during the training program. Future research should explore the relationship between strategy use and self-efficacy during various phases of skill acquisition. Implications for teaching are discussed. (Author/MS)

ED 254 132 HE 018 028

Norman, Mary M.

Advice and Recommendations: Improving the Work Environment of Part-Timers.

American Association for Higher Education, Washington, D.C.

PUB DATE- Oct 84

NOTE- 3p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)

DESCRIPTORS- *College Faculty; *Employment Practices; Faculty Development; Faculty Evaluation; Higher Education; *Interprofessional Relationship; Job Satisfaction; *Part Time Faculty; *Personnel Policy; School Orientation; Teacher Employment Benefits; Teacher Participation; Teacher Salaries; *Work Environment

Ways in which colleges can meet the needs of part-time faculty are suggested, based upon the experiences of community colleges. Recommendations concern basic needs, orientation, and staff development and evaluation. Advice for institutions includes: establish a salary scale for part-time faculty equal to that for full-time faculty teaching overloads; offer part-timers fringe benefits on a proportional basis; provide office space and clerical assistance whenever possible; include part-timers in the college catalog and faculty directories; offer a general orientation each semester for new part-time faculty; provide for new part-time faculty a campus tour and a departmental orientation; require part-timers to attend departmental meetings; invite part-timers to departmental social events; encourage part-time faculty to participate in staff development programs; and inform part-timers at the time of hiring that they will be evaluated. It is suggested that evaluation of the part-time faculty member should include assessments by students and supervisors, and possibly peer evaluations. The results of the evaluation should be discussed with the part-timer. (SW)

ED 254 188 IR 011 150

POWERHOUSE Activity Kit and POWERHOUSE Teacher's Manual.

Educational Film Center, Springfield, Va.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Dec 82

NOTE- 85p.

CONTRACT- 300-790-720

AVAILABLE FROM- Educational Film Center, 5101 F Backlick Rd., P.O. Box 1017, Annandale, VA 22003 ($2.50, 1-5 copies Activity Kit; $2.00 for 6 or more copies). A few copies of the Teacher's Manual remain; request price. For videotapes, films, or filmstrips of the POWERHOUSE shows, contact Guidance Assoc., Communications Park, P.O. Box 3000, Mt. Kisco, NY 10549.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Non-Print Media (100)

DESCRIPTORS- Educational Games; *Educational Television; Elementary Education; *Health Education; Instructional Materials; Intermediate Grades; *Learning Activities; *Nutrition Instruction; Public Television

IDENTIFIERS- *POWERHOUSE

Designed to help teachers to use the educational television series POWERHOUSE with young people (8 to 12 year olds), this kit presents activities coordinated with the 16 half-hour programs in the series. The POWERHOUSE shows cover comprehensive health and nutrition topics in an action-adventure format for intermediate students in grades 4-6. Activities cover the following program themes: making friends, coping with stress, learning the importance of discipline and practice, preventing illness and the spread of disease, respecting individual differences, making responsible consumer decisions, getting the facts about alcohol, judging abilities rather than disabilities, taking on challenges and avoiding unnecessary risks, knowing how to find help, learning about weight control, seeing beyond sexual stereotyping, becoming physically fit, and learning about individual growth rates. For each program, a leader sheet provides a synopsis of the television program, background information, and insights into how the activities can help young children. Also included are an activity sheet describing activities for children to do in their meeting room, their community, or at home with their families; games and puzzles; a POWERHOUSE membership certificate; and a logo for stickers and T-shirts. The teacher's manual lists learning objectives, suggests questions and activities for pre- and post-viewing, and presents a brief synopsis of each of the 16 half-hour television dramas. Included, too, are four pages of student handouts. (LMM)

ED 254 202 IR 011 514

Tillman, Murray H.; Pajak, Edward F.
Teaching a Classroom Troubleshooting Model via Guided Design.
PUB DATE- Oct 84
NOTE- 40p.; Paper presented at the Annual Conference of the International Society for Individualized Instruction (Atlanta, GA, October 18-20, 1984). Appendix, which contains the exercises used in the study, is on colored paper and may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Feedback; Higher Education; *Instructional Innovation; Instructional Materials; *Models; *Problem Solving; *Student Behavior; *Teacher Behavior; Teacher Education; Teaching Methods
IDENTIFIERS- *Guided Design

This study examined how readily teachers learn the components of the troubleshooting model of Tillman (1982) via a guided design approach, the consistency of the language of the model with the language of teachers, and the concerns teachers express about guided design as an instructional innovation. Forty-five teachers enrolled in a graduate level course in instructional supervision participated in the guided design exercise, "Right or Wrong Triangles," which introduces and requires application of the model. The exercise uses a transcript of a high school mathematics class as the basis for individual and group activities in identifying classroom problems, suggesting possible problem causes, and proposing solutions. Results indicate that the group exercise was an effective tool for student exploration of the troubleshooting model. With regard to stages of concern about innovation, the group is typical of non-user groups in having high concern for information and fewer for consequences and collaboration. For about one third of the group, additional discussion about guided design should focus on the teachers' personal reservations in using it and similar alternative techniques. The guided design exercises used in the study are appended. (LMM)

ED 254 245 IR 051 047

Felber, Helmut

Terminology Manual.

International Information Centre for Terminology, Vienna (Austria).; United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.
REPORT NO.- PGI-84-WS-21
PUB DATE- 84
NOTE- 483p.
LANGUAGE- English
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Vocabularies/Classifications (134) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Automation; Global Approach; Guidelines; *International Organizations; Reference Materials; Scientific and Technical Information; *Vocabulary; *Vocabulary Development
IDENTIFIERS- *Infoterm

A product of the International Information Center for Terminology (Infoterm), this manual is designed to serve as a reference tool for practitioners active in terminology work and documentation. The manual explores the basic ideas of the Vienna School of Terminology and explains developments in the area of applied computer aided terminography within the last few years. The manual consists of seven sections: (1) an overview of world-wide terminological activities and the objectives of TermNet (the International Network of Terminology); (2) the General Theory of Terminology as related to other academic disciplines; (3) terminological principles; (4) methods of terminology; (5) a general idea of how to carry out terminology projects; (6) a concise presentation of the fundamentals of terminology documentation for the purpose of TermNet; and (7) a multi-language bibliography of the basic literature. Reference lists are included in several sections. (THC)

ED 254 288 JC 850 096

California Community Colleges: Fiscal Data Abstract, 1983-84.

California Community Colleges, Sacramento. Board of Governors.

PUB DATE- Feb 85
NOTE- 66p.
AVAILABLE FROM- Dept. of General Services, Publication Section, P.O. Box 1015, North Highlands, CA 95660 ($3.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Average Daily Attendance; Budgets; *Community Colleges; *Educational Finance; *Enrollment; *Expenditures; *Income; State Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California; Community Colleges

This report provides selected statistics on enrollments, units of average daily attendance (ADA), and finances for the California community college districts. Part I provides data on fall 1983 enrollments by college. Part II provides information on the student workload measure of ADA for fiscal year (FY) 1983-84 for credit/non-credit students and for those otherwise eligible for state support. Part III provides summaries of first recalculation and second principal apportionments and ADA apportionments and credit base revenue per ADA for FY 1983-84. Part IV contains summaries of general fund transactions for FY 1983-84, and budgeted general fund transactions for FY 1984-85. Part V provides summaries of general fund income for FY 1983-84, and budgeted for FY 1984-85. Part VI presents statewide general fund expenditures by objects and aggregated activities for 1983-84, and by objects and aggregated activities per ADA for 1983-84; a summary of general fund expenditures for 1983-84; and figures on budgeted general fund expenditures and other outgo for 1984-85. Summaries of current and budgeted expense of education for 1983-84 and 1984-85 are presented in part VII. Part VIII examines statewide general fund expenditures by activity and by activity per ADA for 1983-84; expenditures per attendance ADA by object of expenditures, capital outlay, and other outgo; expenditures per attendance ADA by activities, aggregated administrative and support activities; a summary of general fund expenditures for community and ancillary services; and general fund expenditures by activity. The report includes definitions of terms. (HB)

ED 254 316 PS 014 913

Miller, Susan Anderson

Providing In-Service Education at a Minimal Cost for Title XX Early Childhood Caregivers through a Conference, Workshop Series, and Networking.

PUB DATE- Aug 84
NOTE- 330p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Administrators; *Child Caregivers; *Conferences; *Day Care; Early Childhood Education; *Inservice Teacher Education; Questionnaires; Retrenchment; *Teacher Workshops
IDENTIFIERS- *Networking

Due to funding cutbacks resulting from the Title XX Social Services Block Grant, ongoing inservice education for teachers in the Berks County, Pennsylvania, Intermediate Unit Child Care Program had not been provided for over 2 years. To meet the need for inservice training, a practicum was designed and implemented to (1) increase inservice education for child care providers at a minimal cost to the program; (2) generate ideas that child care staff members would use in their centers; and (3) disseminate educational information, techniques, and materials related to the inservice sessions through networking. The practicum addressed the inservice needs of 78 Title XX early childhood caregivers in 18 centers and their administrators by providing a university-sponsored conference, a series of workshops, and networking opportunities. Much of the labor of conference presenters and workshop consultants was donated. Assessment on specially designed questionnaires indicated that practicum goals were attained. All child care respondents and administrators recommended that the inservice education program be continued. (Numerous related materials are appended, including instruments used to gather data.) (RH)

Hertz, Rae
A Program of Curriculum Oriented Directed Play to Enhance Developmental Maturity in Kindergarten Children.
PUB DATE- 84
NOTE- 82p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Curriculum Development; *Developmental Programs; *Dramatic Play; Early Childhood Education; Individual Development; *Interpersonal Competence; *Kindergarten Children; Parent Attitudes; Questionnaires; Role Playing; Teacher Attitudes

A practicum was conducted to address the needs of teachers and administrators in Pasco County, Florida to provide programs for kindergarten children who were developmentally younger than their chronological 5 years of age. The program goal was to increase the maturity of at least one developmental behavior in each child by at least 80 percent; judgments were made on the basis of questionnaire responses of teachers, teacher aides, and parents.

Curriculum-oriented directed play was chosen as the solution to the local problem. Twenty kindergarten children, grouped homogeneously by birthday, were taught various methods of interaction in sociodramatic play. Instruction followed locally mandated curriculum guidelines. Specifically, a part of the daily kindergarten curriculum was adjusted to allow for two periods of imaginative sociodramatic play. Play centers were established within the classroom, various themes were introduced with props in each center, and various role-playing techniques were modeled. A total of 90 percent of all questionnaire respondents indicated behavioral growth on at least one item. As compared with teachers, parents rated their children higher on all items before the commencement of the program; these higher ratings resulted in their noting fewer specific items of improvement at the end of the program. Teacher aides indicated more responses in the category of child-child relationships and teacher-child relationships than did parents and teachers. Parents' responses were higher than those of the two other groups in the areas of thought and language, and values of time. (Appendices include a copy of the parent and teacher aide interview questionnaire, a description of the main staging areas for the sociodramatic play centers, a sample daily schedule, a sample monthly peer tutoring report, and results of the questionnaire.) (AS)

ED 254 357 RC 015 067

Southern Rural Development Center Annual Progress Report, FY 1984.
Southern Rural Development Center, Mississippi State, Miss.
REPORT NO.- SRDC Series No.75
PUB DATE- Nov 84
NOTE- 20p.; Period covered: October 1, 1983 to September 30, 1984.
For related document, see ED 213 569.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Clergy; Community Development; *Conferences; Extension Education; Land Grant Universities; Land Use; Leadership Training; *Linking Agents; *Networks; *Professional Continuing Education; Publications; Regional Programs; *Research and Development Centers; *Rural Development
IDENTIFIERS- Puerto Rico; *Southern Rural Development Center MS; United States (South); Virgin Islands

Twenty major activities in fiscal year (FY) 1984 fulfilled the Southern Rural Development Center's (SRDC) obligation to focus specifically on the rural problems of the region and to support the community development efforts of 29 land-grant universities in 13 southern states, Puerto Rico, and the Virgin Islands. During FY84 SRDC had an active role in seven meetings involving training about community/rural development (leadership development, minority land loss, computer utilization, etc.), training rural clergy to minister to troubled families (problems of death and dying, money management, substance abuse), training Garden Club and community members for effective leadership, and facilitating improvement of the Kellogg Rural Leadership Program through co-sponsoring a national workshop for Kellogg Leadership Program directors. SRDC was also active in two networks, the National Network on Extension Community Leadership Programs and the Southern Region Business Management Network. SRDC cooperated with the other rural development centers in developing designs for in-service education of cooperative extension personnel. Six studies or projects were completed or are underway. The Center's information dissemination program resulted in training manuals for rural officials, a newsletter, conference materials, reprints of current awareness materials, a rural development training packet, six conference proceedings, and nine reports, directories, etc. (BRR)

ED 254 383 RC 015 206

Spencer-Aders, Cathy
Oregon Title I-M Skill Check List, Level II.
Oregon Migrant Education Service Center, Salem.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Compensatory Education Section.
PUB DATE- 15 Sep 79
NOTE- 11p.; For related documents, see ED 210 121-122 and RC 015 207-209.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; *Basic Skills; Behavioral Objectives; Check Lists; *Grade 2; Learning Readiness; Mastery Learning; *Migrant Education; *Non English Speaking; Primary Education; Reading Skills; *Skill Development; Spelling; *Student Evaluation; Student Records; Subtraction
IDENTIFIERS- ESEA Title I Migrant Programs; *Oregon

Following the Migrant Student Record Transfer System skills list, this checklist, designed for non-English speaking students, is a system for rapidly evaluating a student's skill level and for keeping track of the student's mastery of suggested objectives at the second grade level. Objectives to be mastered with 100% accuracy include: reading aloud the Dolch Sight Word List Levels 2 and 3; spelling Dolch pre-primer, primer, and Level I sight words; spelling Sullivan word lists (pre-primer, primer, and grade 1 levels) or the present basal series list; spelling the days of the week in English and verbally identifying them in order; spelling and verbally identifying the months of the year, in and out of order; spelling the seasons of the year, in and out of order; spelling six basic shapes (circle, square, triangle, rectangle, diamond, and oval); and learning basic subtraction facts (100 facts in 10, 5, and 3 minutes). The booklet includes a list of goals for K-6; a skills checklist for recording student progress; a list of Level II goals; addition and subtraction problem sheets; the Dolch basic word list; and tutoring request/report forms which list individual objectives and provide space to record date and length of tutoring sessions. (NQA)

ED 254 441 SO 016 221

Stone, Frank Andrews

Teaching Genocide Awareness in Multicultural Education. Ethnic Studies Bulletin Number Six.

Connecticut Univ., Storrs. Thut (I.N.) World Education Center.

REPORT NO.- 0-918158-65-R

PUB DATE- 84

NOTE- 25p.

AVAILABLE FROM- The I.N. Thut World Education Center, Box U-32, University of Connecticut, Storrs, CT 06268 ($1.50 plus $.30 postage).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Controversial Issues (Course Content); Cultural Awareness; Cultural Differences; Cultural Pluralism; *Educational Needs; *Educational Objectives; Elementary Secondary Education; Ethnic Groups; Ethnic Studies; Higher Education; Integrated Curriculum; Minority Groups; *Multicultural Education; Peace; *Teaching Methods

IDENTIFIERS- *Constraints; *Genocide

Rationales, approaches, and constraints on genocide awareness education at all school levels are discussed. It is critical that students, especially U.S. students who live in a culturally pluralistic society, be made aware of how genocide was perpetrated in the past and of the fact that it is still happening today. A basic genocide awareness glossary is provided. Seven approaches to genocide awareness education are discussed: (1) an international law and world order theme; (2) socio-economic inquiries concerning the causes of genocide; (3) historical studies; (4) affective interpretations based on first-hand accounts; (5) human rights activism; (6) recognition of those who refuse to take part in genocide; and (7) the development of theoretical models of genocide prevention. Four constraints on genocide awareness education are examined: it is uncomfortable and unpopular to teach children about death and destruction; it is politically controversial; there is an ambivalence about U.S. government policies toward minorities; and it is difficult to find a manageable way of teaching the topic. The conclusion, however, is that genocide awareness education must be integrated into the entire curriculum. (RM)

ED 254 060 FL 014 682

Voght, Geoffrey M., Ed.

Proceedings of the EMU Conference on Foreign Languages for Business and the Professions (Dearborn, Michigan, April 5-7, 1984). Part IV: Classroom Techniques.

PUB DATE- Apr 84
NOTE- 93p.; For related documents, see FL 014 679-686.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Administration Education; Class Activities; *Classroom Techniques; College Second Language Programs; *International Trade Vocabulary; *Language Proficiency; *Languages for Special Purposes; Second Language Instruction; *Student Participation; Vocabulary Development

Part IV of the proceedings includes five presentations. They are: "Pitfalls in Teaching Business Language Courses and How to Avoid Them" (Margit Resch); "Achieving Active Student Participation in the Business Foreign Language Course" (John Holley); "Business Language Components for Various Levels of Foreign Language Study" (Carole A. Head); "Moving from Vocabulary Acquisition to Functional Proficiency: Techniques and Strategies" (Hazel Cramer and Susan Terrio); and "The Foreign Language Business Course: Varying the Activities and Assignments" (Emily Spinelli). (MSE)

ED 254 118 HE 017 934

Education and Training of Nurse Teachers and Managers with Special Regard to Primary Health Care. Technical Report Series 708.
World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-120708-6
PUB DATE- 84
NOTE- 60p.; Report of a meeting of the World Health Organization Expert Committee (Geneva, Switzerland, October 3-7, 1983).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; College Faculty; *Curriculum Development; Educational Change; Educational Objectives; Foreign Countries; Higher Education; Nurses; *Nursing Education; *Primary Health Care; *Supervisory Training
IDENTIFIERS- Senegal; Thailand

A 1983 committee report is presented of the World Health Organization Expert Committee on the Education and Training of Nurse Teachers and Managers with Special Regard to Primary Health Care. After discussing the changing context of health care and trends in primary health care, changes required in education and training in health systems based on the primary health care approach are addressed, including the role of nursing personnel. The current preparation of nurse teachers and managers in post-basic education programs is examined, with attention to facilities and teaching/learning resources; students, teachers, and administrators; and curriculum. In addition to identifying competencies and objectives of post-basic education, the implementation and evaluation of programs are considered. Areas for change and factors influencing the process of change are discussed, including health personnel policy, attitudes and values, leadership, teachers and students in post-basic schools, the location of educational programs, resources and administrative support, research, and nurses as agents of change. Brief case studies for Senegal and Thailand are included. (SW)

ED 254 146 HE 018 111

Ross, Eugene
Teaching, Technology, and the Future.
PUB DATE- 84
NOTE- 14p.; Paper presented at the Regional Conference on University Teaching (1st, Las Cruces, NM, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *College Instruction; *Computer Assisted Instruction; Computer Managed Instruction; Distance Education; *Educational Technology; Futures (of Society); Higher Education; Instructional Improvement; *Teacher Effectiveness; *Teaching Skills; Technological Advancement

Perspectives on the improvement of college teaching and the contribution of high technology teaching tools are discussed. After reviewing some definitions of excellence in teaching found in the literature, the following competencies that are characteristic of "good" teachers are proposed: excellent knowledge of subject area; good organization; enthusiasm for subject and teaching; empathy toward students; good communication; fairness and impartiality; adaptability to new techniques and knowledge; development of creative and inquiring minds; and a sense of humor. It is suggested that the effective teacher will use the appropriate high tech teaching mechanisms to increase teaching effectiveness. Technological aids include computer assisted/managed instruction, audio tape cassettes, microcomputer-based courses, and video discs. Using technology, students who live great distances from campus can still be actively involved in curricular activities. In addition, influential experts can share their knowledge on campus through telecommunications and video. It is recommended that the administrator should provide opportunities, encouragement, and incentives to improve teaching. (SW)

Improving Quality in the Application Portion of the Processing Fiscal Operations Report and Application to Participate: An Approach to Developing and Refining Edit Checks.

Advanced Technology, Inc., Reston, VA.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- Aug 84
NOTE- 30p.; For related documents, see HE 018 112-135 and HE 018 137-139.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computation; *Data Collection; Error Patterns; Evaluation Methods; *Federal Aid; *Financial Aid Applicants; Grants; Higher Education; *Quality Control; *Records (Forms); *Student Financial Aid; Student Loan Programs; Validity; Work Study Programs
IDENTIFIERS- *Campus Based Financial Aid; College Work Study Program; Department of Education; National Direct Student Loan Program; Supplemental Educational Opportunity Grants

Edits that can be performed by the processor who applies for federal campus-based student aid programs are discussed, along with a longer-term approach to assessing the efficacy of recommended edit checks. Attention is focused on the accuracy of data submitted by institutions on the application portion of the Fiscal Operations Report and Application to Participate (FISAP). Recommended are additional internal edits, as well as cross-year edit checks and cross-data source edit checks using Pell Grant and Higher Education General Information Survey data. Recommendations for long-term assessment include developing a data gathering and analysis plan for analyzing the validity of potential edits and reasonable tolerances for these edits. Principles embodied in the approach include comprehensiveness, efficiency, congruity, and verifiability. There is a need to clearly define what constitutes an error and to analyze data collected at colleges to determine the comparability of certain types of data. The 13 current edit checks used on the FISAP's application portion should be considered for incorporation in the FISAP application editing system. (SW)

ED 254 217 IR 011 532

Huse, Vanessa
Computer Literacy 113.
PUB DATE- 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Computer Literacy; *Computers; *Computer Science Education; *Computer Software; Course Descriptions; Educational Objectives; History; Programing; Programing Languages; Two Year Colleges; Vocabulary
IDENTIFIERS- BASIC Programing Language

A course syllabus and descriptive outline are provided for an introductory, three-credit college course at Lon Morris College, Jacksonville, Texas, covering logical operations and the development of basic algorithmic processes using the BASIC computer programming language. Overall goals, specific objectives, and a brief description of lesson content, enabling activities, and resource materials are included for the lessons in three units. The individual units cover: (1) computer vocabulary, computer history, and computer design; (2) system operation, beginning BASIC programming, and computer careers; and (3) home computer uses, computer applications, and software usage. The course is intended to provide an introduction to computers for all noncomputer science majors at Lon Morris College and is structured so that students have the opportunity to relate computers to their own interests. (LMM)

ED 254 231 IR 051 032

International Symposium on Harmonization of Education and Training Programmes in Information Science, Librarianship and Archival Studies. (Paris, France, October 8-12, 1984). Final Report and Introductory Statement.

United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

REPORT NO.- PGI-84/CONF.801/COL.2,4; PGI/E.T./HARM-II/3,8
PUB DATE- Oct 84
NOTE- 36p.; For related documents, see IR 051 037-039.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Archives; *Curriculum Development; Developed Nations; Developing Nations; Higher Education; *Information Science; *Information Scientists; Information Utilization; Libraries; *Library Education; *Management Development; Position Papers; *Professional Education; User Satisfaction (Information); Use Studies

This two-part document comprises an introductory statement and final report of a meeting that promoted the harmonized development, at regional and national levels, of theoretical and practical training programs for all kinds of information specialists. The meeting was attended by 19 experts from 17 countries--Brazil, Ethiopia, France, India, Jamaica, Japan, Morocco, Nigeria, Norway, People's Republic of China, Peru, Portugal, Russia, Senegal, tne United Kingdom, the United States, and Yugoslavia--as well as the representatives of two organizations of the United Nations system and observers from international non-governmental organizations. The introductory statement sketches the background for consideration of the harmonization question and includes discussion of the practical benefits, particularly to developing countries, of combining education and training for information scientists, librarians, and archivists. Notes and an outline of a common core curriculum, the orientation of the symposium, and references are included. The final report includes sections on harmonizing study programs in management, the application of technology, and user studies. An action plan of proposed activities, and notes on implementation completes the report. Notes include sections on educational efforts, professional training, management, applications of information technology, and user studies and user education. A meeting agenda and list of participants is appended. (THC)

ED 254 274 JC 850 077

Rookstool, Carol
A Study of the Responses of the Nine Campuses of the Los Angeles Community College District to the California Community Colleges Campus Self-Assessment Sex Equity Survey, 1982-83.
PUB DATE- Aug 84
NOTE- 139p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affirmative Action; *Community Colleges; Multicampus Districts; *Self Evaluation (Groups); *Sex Discrimination; *Sex Fairness; Surveys; Two Year Colleges
IDENTIFIERS- *Los Angeles Community College District CA

A study was conducted to summarize the numerical and narrative data available from the Los Angeles Community College District (LACCD) responses to the "California Community Colleges Campus Self-Assessment Sex Equity Survey of 1983" regarding the district's progress toward achieving 29 sex equity goals mandated by federal and state guidelines. The study sought to provide the LACCD and its nine campuses with: (1) district and campus summaries of progress on the designated goals; (2) a district comparison to statewide progress on the goals; (3) identification of individuals responsible for goal achievement, special resources, and requests for technical assistance within the LACCD; and (4) recommendations for planning within the district. The study found that the LACCD was making progress at a rate equal to or better than the statewide achievement on 18 of the 29 goals; that 21 requests were made for technical assistance; and that among the colleges in the district the number of achieved goals ranged from 12 (42%) to 25 (86%). The 17-page sex equity survey instrument is appended. (Author/AYC)

ED 254 399 SE 045 409

Johnson, Lizbeth Champagne

The Effects of the "Groups of Four" Program on Student Achievement.

PUB DATE- Aug 84

NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Research; Grade 8; *Grouping (Instructional Purposes); *Mathematics Achievement; *Mathematics Instruction; *Problem Solving; Secondary Education; *Secondary School Mathematics; Sex Differences

IDENTIFIERS- Cooperative Learning; *Mathematics Education Research

The objective of this study was to evaluate the effectiveness of the "Groups of Four" program, examining the impact of the cooperative learning strategy on students' achievement in mathematical problem solving. Effects of three specific independent variables in the program were examined in terms of gender, group assignment, and ability, to determine if differences in achievement exist. The historical context of group learning, psycho-social advantages of grouping, and current research are first discussed, with an explanation of the "Groups of Four" strategy. Approximately 150 average ability students from six eighth-grade classrooms participated. In the Experimental 1 group, the strategy was used twice a week; in the Experimental 2 group, the strategy was used on a nonregular basis; the control group had not been trained to use the program. Results of preliminary multiple regression analysis indicated that the amount of time spent in cooperative grouping did not have a significant effect on student achievement. (MNS)

ED 254 413 SE 045 430

Koballa, Thomas R., Jr.

Preservice Teachers' Retention of Changed Attitudes toward Energy Conservation: Cognitive Response or Recall of Message Arguments.

PUB DATE- 85

NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985). Light type may affect legibility of some pages.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attitude Change; Communication (Thought Transfer); *Energy Conservation; Higher Education; *Persuasive Discourse; Preservice Teacher Education; *Retention (Psychology); Science Education; *Teacher Attitudes

IDENTIFIERS- Science Education Research

This investigation attempted to determine if subjects' cognitive responses to a persuasive communication are more highly correlated with attitude change than the recall of arguments presented in the communication. Subjects (79 students enrolled in several sections of an elementary science methods course) were exposed to a systematically designed persuasive communication about energy conservation and then tested for their retention of the arguments presented in the communication and cognitive responses. Attitude change was found to be significantly correlated with cognitive responses elicited immediately following the persuasive communication and cognitive responses recalled 3 weeks later. No significant correlation was found between the recall of communication arguments and attitude change. The results offer a plausible explanation of the contradictory findings reported in the science education literature regarding the dissipation of attitudes changed using persuasive communication. (Author/JN)

ED 254 427 SE 045 451

AEA Status Report on Engineering and Technical Education.

American Electronics Association, Palo Alto, Calif

PUB DATE- Nov 84
NOTE- 88p.
AVAILABLE FROM- American Electronics Association, P. O. Box 10045, Palo Alto, CA 94306 ($25.00 each; 2 or more $15.00 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Science; *Educational Improvement; *Educational Trends; Elementary Secondary Education; Engineering; *Engineering Education; *Engineers; Enrollment Trends; Federal Legislation; Higher Education; Labor Needs; Labor Supply; State Legislation; Teacher Shortage; *Technical Education
IDENTIFIERS- American Electronics Association; *Electrical Engineering

A committee was appointed by the American Electronics Association (AEA) to: (1) study the problem of shortage of engineers, especially computer and electrical engineers; (2) determine the degree of shortage; and (3) recommend how AEA could effectively address the problem. The committee's findings are provided in this three-section report. Section I assesses the status of engineering in 1984, focusing on trends related to the shortage of electrical and computer engineers and ways to improve the situation. Two points made in this section are (1) that while some improvements have occurred in engineering faculty recruitment and retention since 1982, shortages in 1984 remain severe, and (2) that AEA's national effort to improve the faculty situation is "on the mark" and should continue. Section II examines what AEA has accomplished since 1981 and is accomplishing to remedy the situation. AEA organizational infrastructure, AEA's leadership role, establishment of a database, legislative activities (including state legislation related to technical education and to elementary/secondary education), and the Electronics Education Foundation are among the areas considered. Section III outlines and discusses new directions AEA's Engineering and Technical Education Committee recommends should be taken (including various federal and state initiatives). A list of references and supporting documentation are appended. (JN)

ED 254 075 FL 014 860

Stennett, R. G.; Earl, L. M.
Elementary French Core Program Evaluation: Summary of Findings, 1978 to 1983. Research Report 84-04.
London Board of Education (Ontario). Educational Research Services.
PUB DATE- 84
NOTE- 8p.; For related documents, see FL 014 859 and FL 014 861.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Awareness; Foreign Countries; *French; Grade 7; Grade 8; *Introductory Courses; Junior High Schools; Language Attitudes; Language Skills; Language Tests; *Program Effectiveness; Program Evaluation; Scheduling; *Second Language Instruction; *Time Factors (Learning)
IDENTIFIERS- Ontario (London)

A report on the results of changes in the introductory core French program summarizes three reports evaluating the effects of increasing the total amount of instructional time in French in grades 7 and 8 on students' acquisition of French language skills, attitudes, and cultural awareness. Random samples of students in four academic year grade 8 cohorts were used, and the data used included French language achievement and attitude tests, and results of the grade 7 system-wide Canadian Test of Basic Skills to ensure the representativeness of samples. Only data on students exposed to the core French program were used for statistical tests. Results indicate that increasing the amount of instructional time produced significant improvements, in varying degrees, in most aspects of students' achievement in French. Students also generally showed increasingly positive attitudes toward French Canadians and learning French and had less anxiety about active participation in their French classes. Their knowledge of the French culture had not changed significantly. (MSE)

ED 254 090 FL 014 888

Sanchez, James Joseph
Bibliography of Universally Available Curriculum Materials for South Asian Languages, Part One: Hindi/Urdu, Kashmiri, Khowar, Marathi, Nepali and Panjabi Languages. Occasional Publication 9.
Tucson Applied Linguistics Group, AZ.
PUB DATE- Feb 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Hindi; *Indo European Languages; *Instructional Materials; Kashmiri; Marathi; Media Selection; Nepali; Panjabi; *Second Language Instruction; *Uncommonly Taught Languages; Urdu
IDENTIFIERS- ERIC; *Khowar; National Technical Information Service

An annotated bibliography of universally available curriculum materials for Hindi, Urdu, Kashmiri, Khowar, Marathi, Nepali, and Panjabi contains listings for 33 items available through the large depository systems of the National Technical Information Service (NTIS) and ERIC. Some are available only in microfiche. An index categorizes the documents by type (dictionaries and glossaries) and language. (MSE)

ED 254 104 FL 014 908

Claerr, Thomas A.; Gargan, Richard
The Role of Songs in the Foreign Language Classroom.
PUB DATE- 84
NOTE- 6p.; In: Snyder, Barbara, Ed. Look Out World, Here We Come! See FL 014 904.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Class Activities; *Classroom Techniques; Communication Skills; *Cultural Education; Grammar; Language Skills; Language Variation; Listening Comprehension; Literary Criticism; *Music; *Second Language Instruction; Singing; *Spanish; Student Attitudes

With some imagination, songs can be used to teach all aspects of foreign language. The language teacher can take advantage of the cultural content of songs by playing holiday music during the appropriate season; explaining the traditions and history of songs; discussing songs with cultural flavor; presenting a variety of music types; and discussing instruments, harmony, and composition. For use in teaching listening comprehension, songs can be viewed as a type of exaggerated speech, and exercises can be developed for listening practice, including having students fill in the blanks of the text as they listen, write down all words they recognize as they listen, and reconstruct the theme. Activities for highlighting the linguistic aspects of song include using a song that reinforces recently learned grammatical structures or vocabulary; using a song with regionalisms, dialect, or slang; and comparing English and target language translations. Songs have potential for literary analysis, including analysis of rhyme, vocabulary, meter, and constructions; investigation of a particular author or composer; comparison with formal literature; and analysis of literary devices. Communicative activities involving songs include creating a survey based on a song's theme, student descriptions of the action in a song, and discussion of the author's intent or feelings. Finally, a substantial benefit of using songs is that they provide variety in the class routine and are enjoyable and relaxing. (MSE)

ED 254 160 HE 018 125

Assessment of Alternative Student and Delivery Systems: Assessment of the Current Delivery System. Supplement I to the Final Report.

Advanced Technology, Inc., Reston, VA.; Westat Research, Inc., Rockville, Md.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.

PUB DATE- Sep 83

NOTE- 388p.; For related documents, see HE 018 112-135 and HE 018 137-140.

CONTRACT- 300-80-0952

LANGUAGE- English

EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Agency Role; Credit (Finance); *Delivery Systems; *Federal Aid; Federal Government; *Financial Aid Applicants; Grants; Higher Education; Information Needs; Money Management; *Program Administration; Program Costs; State Aid; *Student Financial Aid; Student Loan Programs

The effects of the current student financial aid delivery system on five major participant groups are examined: federal government, states/guarantee agencies, postsecondary institutions, lenders and secondary markets, and applicants and families. Attention is directed to effects of the current system, including: administrative costs, fund forecasting, fund control, availability of information, integration across programs, other aid programs, net revenue, certainty of funds, processing time, distribution of aid, rate of return for lenders, costs and time involved for applicants, turnaround time, miscalculation/error, and database vulnerability. This information is provided for specific aid programs, including the Guaranteed Student Loan program and the Pell Grant program. Appended materials include: a chart of current delivery system activities, results of a 1982 survey of consumer complaints, and a glossary.

ED 254 260 JC 840 625

Baker, Eleanor
Medical Office Laboratory Procedures: Course Proposal. Revised.
Philadelphia Community Coll., Pa.
PUB DATE- Jun 83
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practiticners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations Education; *Course Content; Course Descriptions; *Course Objectives; *Medical Laboratory Assistants; Two Year Colleges

A proposal is presented for a Community College of Philadelphia course, entitled "Medical Office Laboratory Procedures," which provides a laboratory introduction to microscopic and chemical analysis of blood and urine as performed in the physician's office. Following a standard cover form, a statement of the purpose of the course discusses course content and the value of the clinical laboratory experience. Next, the course goals are listed and the course units are outlined. Finally, eight course level objectives are presented along with related intermediate performance objectives. The eight course level objectives indicate that the student will: (1) appraise safety conditions in the office or laboratory; (2) describe specimens tested in the laboratory and the kinds of tests used on each; (3) collect specimens and instruct a patient on collection procedures; (4) describe medical office laboratory equipment; (5) perform tests on urine; (6) perform hematology tests on blood samples; (7) list at least five coagulation studies used in physicians' offices; and (8) perform microbiological procedures such as culturing specimens; setting up sensitivity tests, making and staining smears; and differentiating between classifications including virus, bacteria, fungus, and parasite. (LAL)

ED 254 344 PS 014 974

Ferdman, Bernardo M.; And Others
Family Environment and School Achievement: A Cross-Cultural Comparison in a British Midlands Town.
PUB DATE- Apr 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, April 12-15, 1984). Document may not reproduce well due to light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Cross Cultural Studies; *Cultural Differences; Elementary Education; *Elementary School Students; *Ethnic Groups; Ethnic Studies; *Family Environment; Foreign Countries; Indians
IDENTIFIERS- England; West Indians

An investigation was made of possible ethnic differences in academically relevant environmental variables in order to help account for ethnic differences in achievement (in particular, West Indian underachievement) in a town in the British Midlands. Questionnaires were completed by the parents of 35 West Indian, 33 Indian, and 43 nonminority middle school pupils. Academic indices included scores on the Young Nonreaders' Intelligence Test, on reading, and on the National Foundation for Educational Research Verbal Reasoning Tests (twelve-plus exam). Family environment variables included parental relationships with the school, "press for English," long range educational aspirations and expectations for the child, academic environment, and the child's after-school activities. Although ethnic groups differed in academic achievement (West Indians did less well than both Indians and nonminority children), they did not differ on family environment variables with the exception of satisfaction with the child's school and educational aspirations and expectations. Environmental factors were generally related to achievement, but controlling for environmental factors using a hierarchical regression model did not attenuate ethnic group differences on academic indices. (Author/RH)

ED 254 371 RC 015 181

Lovett, Ollie M.
PATHWAYS: An Adult Pre-GED Writing Skills Workbook. Level II.
Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 84
NOTE- 121p.; For related documents, see RC 015 172-184.
GRANT- G008201011
AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721 N. Central Ave., #814, Phoenix, AZ 85004 ($4.75).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; American Indian Culture; *American Indian Education; American Indian Literature; Capitalization (Alphabetic); *Form Classes (Languages); High School Equivalency Programs; Paragraph Composition; *Punctuation; Reading Instruction; Reading Skills; *Relevance (Education); Sentence Structure; Tenses (Grammar); Tribes; Units of Study; Vocabulary; Workbooks; Writing Instruction; *Writing Skills
IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

Utilizing Southwestern Indian myths, legends, poems, history, and information on religious beliefs, architecture, fine arts, music, dance, and social practices, the Pre-GED (General Educational Development) Level II writing skills workbook, part of the PATHWAYS Curriculum, provides a culture-based GED preparatory reading and writing curriculum for Indian adult education students. The workbook emphasizes student-generated writing, which is achieved in two ways: asking the student to write brief, one-sentence answers to questions in the exercises, and giving the student instruction and practice in composing short narratives as well as paragraphs. The five units of study and lessons presented in each unit are as follows: parts of speech (use of nouns, pronouns, tenses, adjectives, adverbs, prepositional words and phrases, conjunctions); sentence structure (complete, incomplete, and run-on sentences, subject-verb agreement, verb used as adjective, avoidance of double negative); paragraph development (characteristics of paragraph writing, dialogue and sequencing in narrative writing, deductive method of paragraph writing, use of examples in expository writing); punctuation (use of comma, semicolon, colon, quotation marks, apostrophe, hyphen); and capitalization (use of capitals in poetry and in abbreviations, titles, organizations, places, languages, races, nationalities, and religions). Each lesson contains an explanation of the skill to be learned, an illustration, questions pertaining to the lesson, and a unit test. A glossary concludes the workbook. (ERB)

ED 254 133 HE 018 029

Leslie, David W.
Part-Time Faculty: Legal and Collective Bargaining Issues.
American Association for Higher Education, Washington, D.C.
PUB DATE- Oct 84
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- *Collective Bargaining; *College Faculty; Contracts; Due Process; *Employment Practices; Equal Protection; Faculty College Relationship; Higher Education; *Legal Responsibility; *Part Time Faculty; *Personnel Policy; Policy Formation; Teacher Salaries; Tenure; Unions

Employment rights of part-time faculty and legal and collective bargaining issues are discussed, with attention to tenure rights and job security, due process, and equal treatment. The part-time faculty contract may provide some employment continuity by incorporating seniority provisions, access to fractional tenure, and other protective clauses. Even if contractual and statutory rights are not explicit, part-timers may come to rely on certain patterns and practices that could be held to establish job security rights. Court decisions suggest it is best to have an explicit understanding of the terms on which individual faculty are employed, with mutual agreement on what due process is required. Equal protection challenges to inequities in part-time faculty compensation have been rare and thus far unsuccessful, since the job responsibilities of part- and full-time faculty differ. Part-time faculty are now included in varying proportions in some of the major collective bargaining units across the country. In addition to the separate unit, the following kinds of practices are covered: inclusive/benign, inclusive/protective, exclusive/benign, and exclusive/protective. Key principles that should be addressed in making policy for part-time faculty employment are identified. (SW)

ED 254 203 IR 011 515

Carey, John
An Assessment of Low-Power Television for the Nonprofit Community.
Benton Foundation, Washington, DC.; Corporation for Public Broadcasting, Washington, D.C.
REPORT NO.- ISBN-0-89776-089-1
PUB DATE- 83
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Broadcast Industry; Communications Satellites; Costs; Laws; Marketing; Models; *Nonprofit Organizations; *Program Development; *Program Implementation; *Programing (Broadcast); *Television
IDENTIFIERS- Federal Communications Commission; *Low Power Television

Intended to provide a general understanding of the opportunities and problems associated with low power television (LPTV), this report deals with the legal, technical, financial, and marketplace issues that should be methodically assessed in order to establish an LPTV service. The three chapters in Part 1 address basic issues and provide a brief history of LPTV and the translator service that preceded it, outline Federal Communication Commissions regulations governing LPTV, and discuss transmission, channel selection, and alternative studio designs for local program origination. The market analysis of LPTV presented in Part 2 emphasizes small-market applications for nonprofit operators. Individual chapters describe a survey of nonprofit groups that have applied for LPTV licenses; review competitive technologies such as cable, direct broadcast satellite, and full-power subscription television; treat station/programming models for LPTV, including commercial and noncommercial applications; and analyze potential revenues for station/programming models. A concluding chapter discusses issues associated with the implementation of an LPTV station. Appended materials include lists of program and information resources. (LMM)

Hosie, Peter

Video in the Outback: An Evaluation of the Loan Video Programme in Western Australia.

Western Australia Education Dept., Perth.
REPORT NO.- ISBN-0-7244-9934-2
PUB DATE- Dec 83
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Attitudes; *Distance Education; *Educational Television; Elementary Education; Foreign Countries; Media Research; Parents; Program Evaluation; Questionnaires; *Rural Education; Students; Teachers; Videotape Cassettes; *Videotape Recordings
IDENTIFIERS- *Australia; Distance Education Centers; Loan Video Programs; School of the Air (Australia)

This study was conducted to examine the reactions of children, parents, and teachers to the Loan Video Programme in Western Australia, which supplies videocassette recordings of the ABC (Australian Broadcasting Commission) school broadcasts to primary Distance Education Centre and School of the Air students in remote locations. Findings reported are based on data collected from unstructured interviews and questionnaires sent to 141 parents (with a 71% rate of return) and 38 teachers. Following an introduction and description of research methods, the discussion covers the attitudes of teachers, parents, and students; viewing patterns; integration of the videocassette programs with the curriculum; return and retention of videocassettes; the program newsletter; additional programs; and administration. Analysis of the data indicates that the program has been well received despite problems related to integrating ABC broadcasts with existing syllabi and to students completing follow-up activities. Positive benefits attributed to the program include greater student motivation to learn, increases in general knowledge, reductions in social and cultural isolation, and enhanced parental involvement. Appendices contain the study questionnaires. (Author/LMM)

ED 254 246 IR 051 048

Annual Report of the Librarian of Congress, 1983. For the Fiscal Year Ending September 30, 1982.
Library of Congress, Washington, D.C.
PUB DATE- 84
NOTE- 247p.; For the 1982 Annual Report, see ED 238 429.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- Annual Reports; Cataloging; Copyrights; Federal Programs; Law Libraries; Library Administration; *Library Services; Library Statistics; *National Libraries; *Program Descriptions; *Research Libraries
IDENTIFIERS- Congressional Research Service; Copyright Office; *Library of Congress

Fiscal year activities are summarized for seven organizational areas of the Library of Congress: (1) administration: office of the librarian and associate librarian for management; (2) national programs: American Folklife Center, Children's Literature Center, Educational Liaison Office, Exhibits Office, Federal Library Committee, Information Office, National Library Service for the Blind and Physically Handicapped, and Publishing Office; (3) Congressional Research Service: member and committee relations; labor-management relations; interagency activities; inquiry status and information systems; automated information services; assignment, reference, and special services; and research services; (4) processing services: acquisitions and overseas operations, cataloging, and staff activities; (5) research services: administration, acquisition of materials, management of collections, preservation, services to readers, publications, public programs, and staff activities; (6) law library: services to Congress, services to government and other noncongressional users, legal indexes and publications, collection development, and personnel; (7) Copyright Office: general operations; automation; Compendium of Copyright Office Practice; Copyright Office publications; Section 108(i) report; manufacturing clause; regulations, policy annoucements and notices of inquiry; and legislative, judicial, and international developments. Also included are an organizational chart; lists of committees, consultants, officers, and trust fund board and library committee members; information on gifts and bequests; and 14 appendices. (THC)

ED 254 289 JC 850 097

A Preliminary Review of Student Migration Patterns in the Los Angeles Area.

Los Angeles Community Coll. District, Calif. Educational Services Div.

PUB DATE- Sep 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Policy; Community Colleges; Declining Enrollment; Educational Finance; *Enrollment Trends; *Intercollegiate Cooperation; *Migration; Multicampus Districts; Residence Requirements; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California (Los Angeles)

A review is provided of the flow of students to and from colleges in the Los Angeles Community College District (LACCD). First, background is provided on the agreements between the LACCD and coterminus districts regarding interdistrict enrollments in effect prior to or during 1983-84; the effect of the initiation of free-flow policies in 1983-84; and the factors causing LACCD to issue notices to eight of ten districts that their enrollment of LACCD residents would be restricted beginning in spring 1985. Using data provided by the State Chancellor's Office on the number of students residing in the LACCD but attending a college in one of the ten coterminus districts, the following section offers an analysis of student migration among area colleges under the free-flow policies. Information is presented on spring 1984 net enrollment and estimated average daily attendance losses to the LACCD; student characteristics; participation rates of community residents; variations among coterminus districts; policy issues related to the restrictions on student choice, financial concerns, and the academic implications of the loss of the traditional student base by the LACCD; the cost of re-establishing interdistrict agreements; and variations in agreements. (HB)

ED 254 303 PS 014 550

Finkelstein, Judy; And Others

Toys--Medium for the Development of Decision Making and Creativity in Children.

PUB DATE- 78

NOTE- 23p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reference Materials - Bibliographies (131)

DESCRIPTORS- *Creativity; Early Childhood Education; Guidelines; *Learning Activities; *Problem Solving; *Toys; *Young Children

Most of this early childhood unit on toys provides suggestions for toy-making activities in the areas of art, games, music, science, math, creative dramatics, language arts, social studies, cooking and bulletin boards. It also suggests resources (such as field trips and persons with special knowledge of toys). Special emphasis is placed on children's decision making and creative behaviors. Before the toy unit is implemented, it is suggested that all toys be removed from the classroom and/or play centers. Simultaneously, materials children can use to build replacements for missing toys or new toys should be stockpiled in out-of-the-way but accessible locations. When children recognize a problem resulting from the lack of toys, they are then guided to a solution involving toy construction activities. Included is a bibliography citing related books, poems, and fingerplays; movies; filmstrips; records; and reference books. A form for recording children's progress in toy making is provided. (RH)

School Facilities Child Care Act. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, Ninety-Eighth Congress, Second Session on S. 1531 to Encourage the Use of Public School Facilities before and after School Hours for the Care of School-Aged Children and for Other Purposes (Seminole, Florida, April 27, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

PUB DATE- 84
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Child Welfare; *Day Care Centers; Elementary Education; Elementary School Students; Employed Women; *Federal Legislation; *Financial Support; Hearings; Low Income Groups; *Nonprofit Organizations; *Public Schools; *School Age Day Care
IDENTIFIERS- Congress 98th; *Florida (Pinellas County); Latchkey Children

Pinellas County, Florida was chosen as the site for this hearing on the issue of school-age child care because this county has the largest before- and after-school program in the United States. Representatives of the coalition of organizations that began the Pinellas County program in 1976 testified before the committee; these organizations included Latchkey Services for Children, the Juvenile Welfare Board, and the Florida Department of Health and Rehabilitative Services. Oral testimony was also presented by a panel of eight children who attend the Pinellas Latchkey Program and by representatives of the Florida Parent Teachers Association, Campfire, and the American Bar Association. Written statements were presented by two senators and by the National Association of Counties, the Young Women's Christian Association, and the Child Care Law Center. Hearing testimony stressed the need for government-supported school-age child care for low income families who cannot afford child care and who leave children at home unattended while the parents work. Potential benefits of the proposed bill to help finance school-age day care in public schools and nonprofit community centers were also discussed. These benefits include increased stability of the workforce and the reduction of children's risk due to emotional problems, discipline problems, academic problems, accidents, and sexual victimization. (CB)

Horn, Jerry, Ed.; Davis, Patricia, Ed.
Education and Equity in Rural America: 1984 and Beyond. Proceedings of the Annual Rural and Small Schools Conference (6th, Manhattan, Kansas, October 29-30, 1984).
Kansas State Univ., Manhattan. Center for Rural Education and Small Schools.
PUB DATE- 85
NOTE- 98p.; For related document, see ED 243 627.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Rural Education; *Rural Schools; *Small Schools; Teacher Effectiveness
IDENTIFIERS- Computer Uses in Education; Iowa; Kansas; Nebraska; North Dakota

The proceedings consist of the entire major addresses of Senator Nancy Landon Kassebaum, Steve Miller, and Walter Turner, and abbreviated versions of 29 other papers or presentations. The materials deal with a variety of rural-focused topics: women (Evelyn Hausmann); teacher career ladder plans (Paul Burden); inservice (Robert Norton, Myron Ballain, Dian Castle); Iowa's small rural districts (William Drier); Nebraska's Center for Rural Education and Small Schools (Roger Hanson and Frank Shaugnessy); curriculum development (Gerald Bailey); minority students (Ronald Lantaff); North Dakota's rural high schools (Karla Smart and Cecilia Traugh); effective schools research (Paul Nachtigal); word processing (Custer Whiteside and Janet Whiteside); energy education (Larry Enochs); serving students with disabilities (Doris Helge); evaluating administrators (Douglas Christensen); and computer technology (Custer Whiteside and Lew McGill, Jan Brandt). Additional rural-focused topics include: teacher effectiveness (Douglas Christensen, Nancy Mangano and Michael Perl); graduation requirements (Roger Baskerville); first aid emergencies (John Walker); office management (S. Sterling Troxel); Kansas principal turnover (Al Wilson and John Heim); gifted education (Allen McCune); public policy on education (Thomas Moriarty); school planning and redevelopment (Vernon Deines); public relations (Ron Ballard); school experience memory study (Barbara Bontempo and Ardeth Deay); and adult education (Sue Maes and Sandra Moore). The conference program is appended. (BRR)

ED 254 384   RC 015 20

Spencer-Aders, Cathy
Oregon Title I-M Skill Check List, Level III.
Oregon Migrant Education Service Center, Salem.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Compensatory Education Section.
PUB DATE- 15 Sep 79
NOTE- 12p.; For related documents, see ED 210 121-122 and RC 015 206-209.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; *Basic Skills; Behavioral Objectives; Check Lists; *Grade 3; Handwriting; Mastery Learning; *Migrant Education; Multiplication; *Non English Speaking; Primary Education; Reading Skills; *Skill Development; Spelling; *Student Evaluation; Student Records; Word Lists; Writing Skills
IDENTIFIERS- ESEA Title I Migrant Programs; *Oregon

Following the Migrant Student Record Transfer System skills list, this checklist, designed for non-English speaking students, is a system for rapidly evaluating a student's skill level and for keeping track of the student's mastery of suggested objectives at the third grade level. Objectives to be mastered with 100% accuracy include: spelling Dolch basic words, Levels 2 and 3 (reviewing pre-primer, primer, and grade 3); writing in cursive English alphabet (capitals and lower case); writing student's name in cursive; spelling in words the numbers 1,000, 1,000,000, etc.; spelling numbers 0 to 100; telling time by minutes; and doing basic addition facts. The booklet includes a list of goals for K-6; a skills checklist for recording student progress; a list of Level III goals; addition and multiplication problem sheets; the Dolch basic word list; and tutoring request/report forms which list individual objectives and provide space to record date and length of tutoring session. (NQA)

ED 254 442 SO 016 240

Berman, Shelley; And Others

Making History: A Social Studies Curriculum in the Participation Series.

Educators for Social Responsibility, Cambridge, MA.

SPONS. AGENCY- Deer Creek Foundation, St. Louis, MO.

PUB DATE- Sep 84

NOTE- 100p.; A project of the Boston area chapter of Educators for Social Responsibility. For other documents in the series, see SO 016 241-243

AVAILABLE FROM- Educators for Social Responsibility, 23 Garden St., Cambridge, MA 02138 ($7.50, plus $2.50 postage and handling; 15% discount for 10 or more).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Case Studies; *Change Strategies; *Citizen Participation; Critical Thinking; Decision Making; Learning Activities; Secondary Education; Social Action; Social Change; Social Problems; *Social Responsibility; *Social Studies; Student Participation; Teacher Developed Materials; Units of Study

One of a series of teacher-developed curriculum guides, this secondary level social studies guide is intended to encourage student participation and involvement in important social issues. The unit, which can be completed in four to six weeks or extended over a semester or year, begins by inviting students to explore reasons why it may seem difficult to have an influence in the world, times they have actually made a difference, and ways they can empower each other. Activities focus on group problem solving and development of student skills, confidence, and motivation to act upon issues of social concern. Next, students examine decision-making models as a means for deciding on an issue or problem they would like to work on. After choosing an issue, the class conducts research to broaden their understanding of the problem, to develop potential solutions, and to take a stand on the solution that represents their best collective thinking. Using a series of case studies, students then examine and critically evaluate tactics and strategies for creating change. Activities provide an outline for identifying who has influence in the problem area, what resources are available to meet the problem, and what student actions are possible. The unit ends with an assessment of students' efforts and with suggestions for expressing appreciation to people who provided assistance. Fourteen student handouts are included. (LH)

Voght, Geoffrey M., Ed.

Proceedings of the EMU Conference on Foreign Languages for Business and the Professions (Dearborn, Michigan, April 5-7, 1984). Part V: English as a Second Language for Business and the Professions.

PUB DATE- Apr 84
NOTE- 157p.; For related documents, see FL 014 679-686.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Banking; *Business Administration; Class Activities; Classroom Techniques; *College Second Language Programs; Course Descriptions; Curriculum Design; *English for Special Purposes; Form Classes (Languages); Intensive Language Courses; *International Trade; Lawyers; Legal Education; Public Administration; Second Language Instruction

Part V of the proceedings consists of eight presentations. They are: "Principle and Practice in Syllabus Design: A Syllabus of Spoken English for Lawyers" (Richard Mead); "Using New Technology for Technology Transfer: ESP for Operations and Maintenance Personnel" (Allene G. Grognet and JoAnn Crandall); "A Description of a Course in English for Business for the Academic ESL Student" (Martha A. Adler); "Graduate Level ESL for Business: What and How" (JoAnn Aebersold and Cathy Day); "Language Practice Seminar for Business Professionals" (Joyce Gilmour Zuck and Louis Victor Zuck); "Deep Supper: A Rationale for the Methodology and Shape of an Intensive Course in Spoken English for Malay-Speaking Executives in Banking, Commerce and Public Administration" (David Hall); "Suggested Topics and Activity Types in Business English for Foreign Students" (Kantatip Sinhaneti); and "Positive and Negative Terms in English" (James L. Sherman). (MSE)

ED 254 076 FL 014 861

Stennett, R. G.; Earl, L. M.
Elementary Late French Immersion Program: Preliminary Study. Research Report 83-07.
London Board of Education (Ontario). Educational Research Services.
PUB DATE- 83
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Curriculum Development; Foreign Countries; *French; Grade 6; Grade 7; Grade 8; *Immersion Programs; Intermediate Grades; Junior High Schools; Language Skills; Language Tests; Mathematics; *Program Effectiveness; Program Evaluation; Scheduling; *Second Language Instruction; *Time Factors (Learning)
IDENTIFIERS- Ontario (London)

A preliminary, descriptive overview of the students and their progress in the first year of a new French immersion program looks at the 1982-83 grade 8 cohort of 40 students, most of whom had come from the standard core French program in grades 6 and 7, and compares their progress in other subjects with two grade 8 classes in another school. Data used include the students' grade 7 reading comprehension and mathematics problem solving Canadian Test of Basic Skills scores, grade 7 Dominion Test of Learning Capacity IQ score, and the number of hours of prior French instruction. In addition, the immersion students were given French reading and listening tests and all were given a mathematics skills test. Results indicate that the immersion students were, overall, well above average in intelligence and prior academic achievement, but showed considerable variability within the group. As a group, they were progressing well in French language skills and learning in other subject areas. A review of the program's entrance requirements is recommended to assess their appropriateness for the less able students in the demanding program. (MSE)

ED 254 091 FL 014 889

Zeit, Alois

Uniting the Faculty Behind a Changed Curriculum.

PUB DATE- Nov 84
NOTE- 15p.; Revised version of paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Chicago, IL, November 16-18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; College Faculty; *Cooperation; Coordination; *Curriculum Development; *Departments; French; German; Higher Education; Introductory Courses; Language Enrollment; Language Skills; *Personal Autonomy; Scheduling; *Second Language Instruction; Spanish; State Universities; *Teacher Attitudes
IDENTIFIERS- University of Michigan Flint

A redesign of the basic foreign language courses at the University of Michigan--Flint, stimulated by a need for improved enrollment and retention and for more language majors, had the result of improving faculty cooperation and teaching. Before the curriculum development effort, the program reflected individual faculty preferences and characteristics, and the attitude that curriculum problems were to be dealt with by the department chairman. The curriculum change took the form of rescheduling of courses into two tracks, a comprehension track and a combined comprehension/speaking track. Results included some additional teaching time, a 20% enrollment increase, faculty scheduling problems, and some unforeseen problems of coordinating classroom practice and instructional materials. In response to these problems, faculty members began to consult with each other about teaching methods and strategies and to be less concerned about individual instructional autonomy. In addition, the department applied for and received a federal grant to bring a consultant to campus to evaluate the program. The presence of the consultant resulted in even more open exchange among the faculty and administration, with students, with the consultant, and with another institution. Subsequently, a new faculty commitment to quality in the introductory courses and a plan for faculty performance evaluation also developed, and the department was further supported by an institutional award for excellence in teaching. (MSE)

ED 254 119 HE 017 943

Financial Report of Ontario Universities, 1983-84. Volume I, Universities.

Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-0-88799-190-4
PUB DATE- Nov 84
NOTE- 295p.; For related documents, see HE 017 944-945.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgeting; Educational Finance; *Expenditures; *Financial Support; Foreign Countries; Higher Education; *Income; Operating Expenses; *Resource Allocation; *School Funds; State Universities
IDENTIFIERS- Canada; *Ontario; *Public Colleges

Fiscal year 1983 data on the total revenue and expenses and changes in fund balances of the 21 provincially assisted universities of Ontario are presented. The categories and definitions that are used to present financial data are explained. In addition to financial data for each institution, summary information for all schools on a consolidated basis are included. Statistical tables cover the following: actual revenue by source and type of fund, expenses (all funds) by object and type of fund, actual operating expenses by object and functional area, and general funds in appropriated fund balances. For institutional fund balances, details are presented on the amounts of expendable funds available within both the general and restricted fund categories. General expendable funds cover the costs of instruction, research other than sponsored or contract research, academic support services, other operating expenses, noncredit educational activities, and ancillary enterprises. Restricted funds cover sponsored research, trust and endowment, and capital. Details concerning the appropriated reserves of the universities' ancillary enterprises are also included. For 1983-1984, procedures are changed for reporting receipts or investments of an endowed capital nature. (SW)

Development of the 1984-85 Validation Selection Criteria: The Eclectic Error Prone Model.

Advanced Technology, Inc., Reston, VA.
SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- Mar 84
NOTE- 30p.; For related documents, see HE 018 112-135 and HE 018 137-140.
CONTRACT- 300-80-0952
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Dependents; Error Patterns; *Evaluation Criteria; Family Characteristics; *Federal Aid; *Financial Aid Applicants; Grants; Higher Education; Income; *Mathematical Models; Need Analysis (Student Financial Aid); Prediction; *Predictor Variables; Self Supporting Students; Statistical Analysis; Student Characteristics; *Student Financial Aid
IDENTIFIERS- Error Prone Model; *Pell Grant Program

The development of the error prone model (EPM) for the 1984-1985 student financial aid validation criteria for Pell Grant recipient selection is discussed, based on a comparison of the 1983-1984 EPM criteria and a newly estimated EPM. Procedures/assumptions on which the new EPM was based include: a sample of 1982-1983 Pell Grant recipients originally selected for the Pell Grant Quality Control Study was used for estimation; cases assumed to have met the Pre-Established Criteria were excluded from the estimation database; and the model was based on an exploratory data analysis approach embedded in the Automatic Interaction Detector (AID) software package. To develop the new EPM, error was defined as the potential change in the Student Aid Index resulting from validation on four application items: household size, U.S. taxes, and adjusted gross income of dependent parents or independent students, and student/spouse net income for dependent students. The 41 applications items that were considered as possible variables for predicting errors are identified. Information is also provided on the 18 final groups that emerged from the AID sequential search estimating procedure. Appended are descriptions of the 28 validation criteria for 1984-1985. (SW)

ED 254 175 HE 018 152

Clark, Shirley M., Ed.; Lewis, Darrell R., Ed.
Faculty Vitality and Institutional Productivity: Critical Perspectives for Higher Education.
REPORT NO.- ISBN-0-8077-2763-6
PUB DATE- 85
NOTE- 303p.
AVAILABLE FROM- Teachers College Press, Columbia University, New York, NY 10027 ($24.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - General (020)
DESCRIPTORS- Aging (Individuals); Career Change; Collective Bargaining; *College Faculty; Consultants; Employment Patterns; Faculty College Relationship; *Faculty Development; Higher Education; *Job Satisfaction; Midlife Transitions; Personnel Policy; *Productivity; Teacher Characteristics; Teacher Retirement; *Teaching (Occupation); *Teaching Conditions; Work Attitudes
IDENTIFIERS- Institutional Vitality

Issues concerning faculty career vitality, including institutional policy options and demographic and external pressures, are addressed in 12 chapters. In the first chapter, Shirley M. Clark, Carol M. Boyer, and Mary Corcoran review theoretical and conceptual issues concerning institutional and faculty vitality. The following chapters and authors focus on empirical issues: "Changing Demography of Faculty in Higher Education" (W. Lee Hansen); "Faculty Career Development: Theory and Practice" (Robert T. Blackburn); "Aging and Productivity: Careers and Results" (Barbara F. Reskin); "Aging and Productivity: The Case of Older Faculty" (Robert J. Havighurst); and "Individual and Organizational Contributions to Faculty Vitality" (S. Clark, M. Corcoran). Five approaches for maintaining faculty vitality are considered as follows: (1) through faculty development (John A. Centra); (2) through midcareer change options (Carl V. Patton, David D. Palmer); (3) through outside professional consulting (C. Boyer, Darrell R. Lewis); (4) through collective bargaining (William E. Becker, Jr.); and (5) through early retirement options (Karen C. Holden). Finally, demographic and external pressures that currently influence faculty vitality and implications for institutional response are summarized by S. Clark and D. Lewis. (SW)

Sullivan, Karen Collamore; Pigozzi, Mary Joy
Maintaining an NFE Network through Correspondence. Manual Series #4.
Michigan State Univ., East Lansing. Non-Formal Education Information Center.
SPONS. AGENCY- Agency for International Development (Dept. of State), Washington, D.C. Office of Education and Human Resources.
PUB DATE- Mar 84
NOTE- 70p.; For Manuals 1-3, see ED 231 399, ED 233 731, and ED 248 877.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Information Centers; *Information Dissemination; *Information Networks; Information Services; Information Storage; *Letters (Correspondence); *Nonformal Education; *Publications; Recordkeeping; Resource Materials
IDENTIFIERS- Mailing Lists; *Non Formal Education Center MI

Fourth in a series on nonformal education, this manual describes the networking experiences of the Non-Formal Education Information Center (NFEIC) and examines three complementary components: the letter answering services, the publications program, and the resource collection. Types of letters received are outlined, including those requesting extension of services; publications; topical searches for printed resources; inclusion of an item in the NFE Exchange; information on educational/training programs; or topical searches for nonformal education centers, development organizations, and agencies. Procedures for processing incoming publications, selecting and sending publications, and drafting response letters are described. Suggestions are offered on the mechanics of establishing a correspondence system, such as filing correspondence, developing mailing lists, and record keeping and mailing. Discussion of methods for processing incoming mail covers recording, monitoring, and tracking correspondence, as well as collecting data. Specific techniques explained include use of a correspondence log and standard correspondence paragraphs. A rationale for the procedures followed is summarized, and some observations or reflections on NFEIC's experiences are offered. (LMM)

ED 254 232 IR 051 034

Staples, Gayla Marie

Perceptions of BYU Library School Research Courses and Their Applications.

PUB DATE- Jun 82
NOTE- 59p.; Student Research Paper, School of Library and Information Sciences, Brigham Young University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Evaluation; Higher Education; *Library Education; *Library Research; *Library Schools; Professional Associations; Research Design; *Research Projects; *Research Skills; Statistics; Surveys; Use Studies
IDENTIFIERS- *Brigham Young University UT

This document reports the design, methodology, and results of a study that examined the usefulness of Brigham Young University's (BYU) library school research courses. A questionnaire requesting opinions about the courses and how the skills learned in these courses were used on the job and in professional activities was mailed to a random sample of 230 1969-1980 BYU library school graduates. Of particular interest were professional reading, publishing, workshop/seminar presentations, participation in professional organizations, and research projects. It was found that the majority of the 112 respondents did not participate in formal research projects but most did use research skills in activities such as informal data gathering for problem solving. Respondents were generally more positive than negative in their opinions about the courses and their usefulness, but important objections led to the conclusion that although research courses are important in library school, the time allotted for the actual project and the preparation for projects requiring statistical skills needed to be increased. Some suggestions for alteration of the courses included requiring a short publishable article instead of the traditional thesis length paper and offering an expanded statistics course in addition to the limited introduction to statistics skills currently offered. (Author/THC)

ED 254 275 JC 850 079

Fall 1979 Transfer Study, Report 4: Third and Fourth Year Persistence and Achievement.

Illinois Community Coll. Board, Springfield.

PUB DATE- Dec 84

NOTE- 25p.; For related documents, see ED 220 164-165, and ED 230 228.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- *Academic Achievement; *Academic Persistence; College Graduates; *College Transfer Students; Community Colleges; Grades (Scholastic); Postsecondary Education; State Surveys; Two Year Colleges

IDENTIFIERS- *Illinois

In fall 1979, a study was initiated of the persistence and graduation rates of 10,015 students who transferred from public and private two-year colleges in Illinois to senior colleges and universities in the state for 5 years after transfer. Analyses focusing on the third and fourth years after transfer indicated: (1) 60% of the associate in arts/associate in science (AA/AS) degree recipients completed the spring 1982 term, or had already earned their baccalaureate degrees; (2) the spring 1982 and 1983 grade point averages (GPA's) of the AA/AS graduates were 2.95 and 2.92, respectively; (3) among associate in applied science (AAS) degree recipients, 46% completed the spring 1982 term, 43% earned their baccalaureate degrees by the end of the fourth year, and their spring 1982 and 1983 GPA's were 2.88 and 2.83, respectively; (4) 43% of the transfer students who had not earned an associate degree completed the spring 1982 term, 38% earned their baccalaureate degrees by the end of the fourth year; and (5) figures for all fall 1979 transfer students indicate that, during their third year, 50% completed the term or earned their baccalaureate degree prior to it; 35% earned their baccalaureate degrees by the end of the third year; and their GPA was 2.87. (Author/HB)

ED 254 331 PS 014 949

Stone, Laura M.

A Staff Development Program to Improve the Quality of Infant and Toddler Caregiving Using the CDA Competency Standards for Infant and Toddler Caregivers.

PUB DATE- Sep 84
NOTE- 129p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Check Lists; *Child Caregivers; Competency Based Teacher Education; *Day Care; Early Childhood Education; *Infants; *Program Improvement; Questionnaires; Self Evaluation (Individuals); *Staff Development; *Toddlers; Workshops
IDENTIFIERS- Child Development Associate; Hospital Based Corporate Child Care

The purpose of this staff development practicum was to improve the quality of infant and toddler group caregiving by increasing caregivers' knowledge of infant and toddler development and care needs. As a result of the intervention, a healthier, safer, and more stimulating environment for babies was expected; in addition, more professional attitudes and behaviors of caregivers were anticipated. The program was presented weekly for 14 weeks during the spring and summer of 1984. A cooperative-consultative approach was used, with the Child Development Associate (CDA) Competency Standards being employed as a criterion-based self-evaluation tool. Quality of caregiving was assessed before and after the intervention by using the Assessing the Behaviors of Caregivers (ABC) Checklists developed by Honig and Lally (1973). The program resulted in measurable improvements in caregiving behaviors. The child care centers' administration cooperated in making time available to caregivers for staff development and in working with caregivers to improve the environment and the level of caregiving. Related materials, including assessment instruments and workshop outlines, are appended. (Author/RH)

ED 254 400 SE 045 411

Raizen, Senta A.

The Quantity and Quality of Teachers of Mathematics and Science, Grades 1 to 12.

PUB DATE- Apr 85

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). This paper is a modified version of a chapter in "Indicators of Precollege Education in Science and Mathematics," a report by the Committee on Indicators of Precollege Science and Mathematics Education, National Research Council.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Data Analysis; *Educational Planning; Educational Research; Educational Trends; Elementary Secondary Education; *Mathematics Education; *Mathematics Teachers; *Science Education; *Science Teachers; Teacher Qualifications; Teacher Shortage; *Teacher Supply and Demand

IDENTIFIERS- Mathematics Education Research; Science Education Research

This paper discusses the data that are available on demand and supply of teachers of mathematics and science and points out discrepancies and difficulties in current statistics and in collecting the pertinent information. Estimates of supply hinge on indentifying who is to be included in the pool of mathematics and science teachers, but there are no commonly accepted measures of competence. Nor is there information on response behavior of potential teachers to various monetary and nonmonetary incentives for increasing the supply. Demand estimates are limited by lack of understanding of the impact of increased requirements for high school graduation and college admission. Some suggestions are made for improving future demand/supply estimates. Over 40 references are included. (MNS)

ED 254 414 SE 045 431

Mitman, Alexis L.; And Others

Scientific Literacy in Seventh Grade Life Science: A Study of Instructional Process, Task Completion, Student Perceptions, and Learning Outcomes. Final Report of the Intermediate Life Science Study. Secondary Science and Mathematics Improvement Program.

Far West Lab. for Educational Research and Development, San Francisco, Calif.

SPONS AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Nov 84
NOTE- 501p.
CONTRACT- 400-83-0003
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Attitude Change; *Biological Sciences; Class Activities; Difficulty Level; Grade 7; Junior High Schools; Science Education; *Science Instruction; *Scientific Literacy; *Secondary School Science; *Student Attitudes; Teacher Behavior; Teaching Methods
IDENTIFIERS- Science and Society; Science Education Research

This 10-chapter report provides detailed information on a study which examined what combinations of teacher, student, and curricular variables were associated with more effective life science instruction at the intermediate level. The conception of effectiveness was guided by the normative framework of scientific literacy and by student growth on science outcomes. The definition of scientific literacy used consists of five components: explaining science content; relating to science as a social historical process; relating to science as a reasoning process; relating science and society/technology; and positive attitudes toward science. Among the findings (from students and teachers in 11 classes) are indications that: (1) teachers generally used a typical pattern of academic instruction, relying heavily on recitation, seatwork, and laboratory exercises; (2) students perceived that teachers made relatively little use of the scientific literacy components other than explaining factual content; (3) worksheets were the most commonly assigned activities; and (4) student attitudes toward science generally declined over the academic year, while science knowledge, understanding, and reasoning skills increased. Recommendations based on these and other findings are offered, such as increasing teachers' use of the scientific literacy framework and upgrading the cognitive level of tasks assigned to students. (JN)

ED 254 428 SE 045 455

Baird, Willam E.; Borich, Gary D.
Validity Considerations for the Study of Formal Reasoning Ability and Integrated Science Process Skills.
PUB DATE- Apr 85
NOTE- 22p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985). Light type on some pages may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Abstract Reasoning; Cognitive Tests; Higher Education; Intellectual Development; *Logical Thinking; Preservice Teacher Education; *Process Education; *Science Education; Skills; *Validity
IDENTIFIERS- Formal Operations; *Process Skills; Science Education Research

Recently, a number of studies have reported a high correlation between the supposedly separate traits described as integrated science process skills and formal reasoning ability. The implication has been that these two constructs are different but related. Further implications have been made that a treatment to enhance one "trait" might influence the other as a result of some cause-effect relationship. This study measured these two attributes using different instruments to assess their discriminant and convergent validity. The instruments used were the Classroom Test of Formal Operations (Lawson) and the Group Assessment of Logical Thinking (GALT) to measure formal reasoning, the Test of Integrated Process Skills (TIPS II) and the Process Skills of Science Test (PSS) to measure integrated science process skills. Results indicate that the two traits share more variance than expected and that they may not comprise distinctly different traits. A factor analysis was performed on subtest intercorrelations to examine which, if any, subfactors on the two constructs overlapped. Overlap was indicated for the subfactors of controlling variables, probabilistic reasoning, and combinatorial reasoning. (Author/JN)

ED 254 105 FL 014 909

DeBoer, Valetta Jane
Developing Writing Proficiency for the Lower-Level Foreign Language Student.
PUB DATE- 84
NOTE- 7p.; In: Snyder, Barbara, Ed. Look Out World, Here We Come! See FL 014 904.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Class Activities; Classroom Techniques; Difficulty Level; High Schools; Introductory Courses; *Letters (Correspondence); *Second Language Instruction; *Writing Instruction; Writing Skills

Learning to communicate is important for today's foreign language student, and it is important to provide meaningful communicative experiences in writing as well as speaking the language. A letter exchange between peers can provide a meaningful and exciting writing experience for lower-level students. While not entirely without problems, arranging such an experience has many advantages. It allows students to build on their own experiences but to communicate at a level that is within their linguistic capabilities. It also provides meaningful reading experience, and communicating with and learning about another person is in itself valuable. A letter exchange can be established with students in another country, but time and logistical constraints may make exchange with American students more practical. An exchange between two Ohio high schools had the added dimension of being supported by a National Education Association/Kodak grant to use cameras for a snapshot exchange to extend the letters' content. Recommendations for planning a letter exchange include: selecting schools close enough so teachers can meet but far enough apart so students will not converse on the telephone in English; establishing a minimum letter length; establishing a one-letter-a-month schedule; reviewing letter-writing skills before beginning; and allowing class time for questions and/or reading aloud the letters received. (MSE)

ED 254 161 HE 018 126

Assessment of Alternative Student Aid Delivery Systems: Specification of the Current System. Supplement II to the Final Report.

Advanced Technology, Inc., Reston, VA.; Westat Research, Inc., Rockville, Md.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- Sep 83
NOTE- 256p.; For related documents, see HE 018 112-135 and HE 018 137-140.
CONTRACT- 300-80-0952
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delivery Systems; Eligibility; *Federal Aid; Financial Aid Applicants; Grants; Higher Education; *Need Analysis (Student Financial Aid); *Program Administration; Program Costs; Resource Allocation; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- College Work Study Program; *Guaranteed Student Loan Program; National Direct Student Loan Program; *Pell Grant Program; Supplemental Educational Opportunity Grants

Specifications of the current student financial aid system, with attention to the Pell Grant, Guaranteed Student Loan (GSL), and campus-based programs, are provided. The methodology used to develop the specifications is also described. The campus-based programs include the Supplemental Educational Opportunity Grant Program, the College Work Study Program, and the National Direct Student Loan Program. For each of the aid programs, program features are identified for the following components of the delivery system: pre-application, student application, student eligibility determination, benefit calculation, fund disbursement, and account reconciliation. Activities specific to each program are also covered and further broken down into a series of steps characterized in input-process-output chains (i.e., activities that initiate a series of processes, the activities undertaken in response to inputs, and documents/actions resulting from inputs and processes). A glossary is appended. (SW)

ED 254 204 IR 011 516

Yousuf, M. Osman
Computers in Public Broadcasting: Who, What, Where.
Corporation for Public Broadcasting, Washington, D.C.
REPORT NO.- ISBN-0-89776-079-4
PUB DATE- Sep 82
NOTE- 124p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computers; *Computer Software; *Public Television; Purchasing; Questionnaires; *Radio; *Systems Development; Television Studios; Use Studies
IDENTIFIERS- *Public Broadcasting

This handbook offers guidance to public broadcasting managers on computer acquisition and development activities. Based on a 1981 survey of planned and current computer uses conducted by the Corporation for Public Broadcasting (CPB) Information Clearinghouse, computer systems in public radio and television broadcasting stations are listed by station code and computer manufacturer, and uses are sorted by the following applications areas: auction management, membership management, mailing list/labels, volunteer management, budget/cost accounting, general accounting, payroll, word processing, air switching, facilities scheduling, inventory control, manpower scheduling, ascertainment research, audience research, program/record library, and program schedule/logs. Other lists include stations using a second computer, computer vendors in public broadcasting sorted by station applications, systems/software marketed by stations, and computer user contacts sorted by station code and last name. The following articles are reprinted from the clearinghouse newsletter: "A Systems Development Method for Public Broadcasting Stations" (Thomas D. Ster and James F. Drayer); "M.I.S. Planning--Some Tips for Public Broadcasting Stations" (M. Osman Yousuf); "A Computerized Program Scheduling and Switching System" (Dennis Schweikardt); and "Radio + Records = Computer" (Gary L. Grigsby). A glossary and station computer utilization survey are included. (LMM)

ED 254 261 JC 850 040

Partners in Economic Growth: High Technology Industry and Postsecondary Education. The Report of the Task Force on High Technology.

Saskatchewan Dept. of Advanced Education and Manpower, Saskatoon.

PUB DATE- Nov 83

NOTE- 38p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Needs; Needs Assessment; *School Business Relationship; State Surveys; *Technical Education; *Technical Institutes; *Technological Advancement; Trade and Industrial Education; Two Year Colleges

IDENTIFIERS- Saskatchewan

An analysis is presented of the adequacy of Saskatchewan's technical institutes to satisfy the skilled labor needs of the emergent high technology industry. After section 1 summarizes the recommendations of the Task Force appointed to study the issue, section 2 offers a definition of "high technology" industries, looks at the effects of high technology on industry, and discusses implications for Saskatchewan. Section 3 offers guiding principles for the development of high technology in the province, focusing on the areas of agriculture, mining, communications, transportation, financial services, and medicine; reviews the growth of high technology in Saskatchewan; and provides information on high technology centers in the United States and Canada. In section 4, results are presented from a survey of high technology firms, indicating present industry characteristics, rates of growth and future needs, and high technology employment growth. Section 5 outlines the education requirements for entry-level employment and for continuing education, and discusses the need for greater public awareness. Section 6 assesses current high technology programs in Saskatchewan's technical institute system and provides comparative information about similar institutions in other areas. Section 7 identifies aspects of the postsecondary educational system that need to change in order to meet the needs of industry. Task Force proposals and recommendations are presented in section 8. Additional information on the employer survey is appended. (HB)

ED 254 304 PS 014 596

Backett, E. Maurice; And Others
The Risk Approach in Health Care: With Special Reference to Maternal and Child Health, Including Family Planning. Public Health Papers No. 76.
World Health Organization, Geneva (Switzerland).
REPORT NO.- ISBN-92-4-130076-0
PUB DATE- 84
NOTE- 123p.
AVAILABLE FROM- WHO Publications Centre USA, 49 Sheridan Avenue, Albany, NY 12210 ($5.50, plus $1.25 postage and handling).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Decision Making; Developing Nations; Foreign Countries; *Health Services; High Risk Persons; Infants; Intervention; *Mothers; *Policy Formation; Prediction; *Preventive Medicine; Probability; Public Health; *Risk; *Young Children
IDENTIFIERS- World Health Organization

Primary health care has a new tool with which to improve its effectiveness, its efficiency, and its decisions about national and local priorities: the accurate measurement of the chances of occurrence of a future event of health or illness. Human and other resources should go where the need is greatest, and assessment of the risk of future illness, accident, or death is a useful short cut to the measurement of that need--both for individuals and for communities. This book presents suggestions for the use of risk information in health care for mothers and children. Most of these suggestions still have to be tested in populations of village communities, migrants, nomads, and the inhabitants of urban slums. In these areas, mothers and children are at their most vulnerable and health systems research is the most difficult. Because of the need for sophisticated epidemiology and statistics in testing the usefulness of the new risk information, general and technical training programs are being developed for health systems research and the use of risk data in general. The present discussion introduces both types of programs. Appendices include discussions of target health problem selection and risk measurement, and an annotated bibliography listing 22 references. (CB)

Lindgren, Scott D.; And Others

Environmental Influences and Perinatal Risk Factors in High Risk Children.

SPONS. AGENCY- Robert Wood Johnson Foundation, New Brunswick, N.J.
PUB DATE- Aug 84
NOTE- 29p.; Paper presented at the Annual Convention of the American Psychological Association (92nd, Toronto, Ontario, Canada, August 24-28, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Cognitive Ability; Comparative Analysis; *Family Environment; *High Risk Persons; Language Handicaps; *Learning Problems; Longitudinal Studies; Perceptual Handicaps; *Perinatal Influences; Young Children
IDENTIFIERS- Multiple Measures Approach

Children in a longitudinal high-risk infant follow-up program were evaluated at age 5 to determine whether they demonstrated behavior problems or cognitive deficits exceeding expectations based on conditions in their home environments. Normal expectations were determined through regression analyses on a group of age-matched controls. All high-risk subjects had been screened previously to exclude children with severe developmental disabilities. Although many high-risk children were found to be developing normally, substantial proportions showed significant behavioral and learning disabilities, even with adjustment for environmental conditions. While these outcomes were not related in any simple fashion to medical risk factors, complex statistical combinations of perinatal variables (generated through logistic regression) classified behavioral outcomes with a high degree of accuracy. (Author/RH)

ED 254 372 RC 015 182

Lovett, Ollie M.
PATHWAYS: An Adult Pre-GED Writing Skills Workbook. Level II. Teacher's Guide.
Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 84
NOTE- 86p.; For related documents, see RC 015 172-184.
GRANT- G008201011
AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721 N. Central Ave., #814, Phoenix, AZ 85004 ($4.95).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; American Indian Culture; *American Indian Education; American Indian Literature; Capitalization (Alphabetic); Course Objectives; *Form Classes (Languages); High School Equivalency Programs; Paragraph Composition; Punctuation; Reading Instruction; Reading Skills; Relevance (Education); Sentence Structure; *Supplementary Reading Materials; *Teaching Methods; Tenses (Grammar); Tribes; Units of Study; Vocabulary; Writing Instruction; *Writing Skills
IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

The teacher's guide for the Pre-GED (General Educational Development) Level II writing skills student workbook of the PATHWAYS Curriculum provides a concise explanation of each skill presented in the 45 lessons, suggested teaching strategies, answers to the exercises, and a list of available commercial materials that may be used to supplement the exervices. The lessons deal with: (1) correct usage of the parts of speech; (2) sentence structure; (3) paragraph development; (4) punctuation; and (5) capitalization. The guide presents detailed, step-by-step instructions for implementing the suggested strategies, which may be used for both individualized and group instructional settings. The preface of the guide describes in detail the components of the culture-based GED preparatory reading and writing curriculum for American Indian adult education students. (ERB)

ED 254 062 FL 014 684

Voght, Geoffrey M., Ed.
Proceedings of the EMU Conference on Foreign Languages for Business and the Professions (Dearborn, Michigan, April 5-7, 1984). Part VI: French for Business and the Professions.

PUB DATE- Apr 84
NOTE- 198p.; For related documents, see FL 014 679-686.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Business Administration Education; Classroom Techniques; College Second Language Programs; Computer Oriented Programs; Course Descriptions; Foreign Countries; *French; French Literature; Hospitality Occupations; Information Science; Instructional Materials; *International Trade; Interviews; Language Proficiency; *Languages for Special Purposes; Language Teachers; Language Tests; Liberal Arts; Oral Language; Program Descriptions; Program Implementation; Reading Instruction; Retention (Psychology); School Business Relationship; Second Language Instruction; Surveys; Teacher Education; Telecourses

Part VI of the proceedings includes 12 presentations. They are: "Teaching Students How to Read Economics and Commercial Texts in a Commercial French Course: Focus on Meaning" (Robert A. Kreiter); "The Teaching of French for Computers and Information Science" (John B. Romeiser); "A Program in French for Hotel and Restaurant Management Majors: The Course" (Fannie Scott Howard Tapper); "Implementation Strategies for a Program in Applied French in Mayaguez, Puerto Rico" (Danielle Guely); "Teaching Business French: A Survey of Canadian and French Institutions" (Daniel Lepetit); "The Implementation of a Course in Business French" (Gerald Herman); "Business French--French Business Strategies for Retention of Material by Liberal Arts Students" (Nancy E. Lamb); "An Experiment: A French Business Course for Business and Non-Business Students" (Jean-Pierre Heudier); "Comptes et Contes: The Use of Literary Texts in Business French Courses" (Ruth L. Caldwell); "Foreign Language Courses for Business--A Modified Case Study Approach" (Judith Frommer); "Intensive Teacher-Training Programs in Business French in Paris, Lyon and Vichy" (Robert Crane); and "Adapting the ACTFL/ETS Oral Proficiency Interview to a Business French Course through Television" (Henry A. Garrity). (MSE)

ED 254 134 HE 018 030

Gappa, Judith M.

Employing Part-Time Faculty: Thoughtful Approaches to Continuing Problems.

American Association for Higher Education, Washington, D.C.

PUB DATE- Oct 84
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Journal Articles (080)
DESCRIPTORS- *College Faculty; Contracts; *Employment Practices; Faculty Development; Faculty Evaluation; Higher Education; *Interprofessional Relationship; Participative Decision Making; *Part Time Faculty; *Personnel Policy; Problem Solving; Teacher Salaries; *Work Environment

Six major areas of part-time college faculty employment practices are discussed that illustrate how current practice can be detrimental to part-time faculty performance. Attention is directed to appointment, support services, communication with peers, participation in governance, compensation, and job security. The following areas that require improvement are addressed: development of a qualified pool of applicants for part-time positions; development of a contract for part-timers; emphasis on the integration of part- and full-time faculty; including part-timers in faculty governance and departmental decisions; provision of an equitable compensation structure for part-time faculty based on qualifications, assignment, and performance, with provision for cost-of-living increases; provision of appropriate degrees of job security for different types of part-time faculty, with consideration to renewal, retrenchment, and dismissal; special programs to help part-time faculty become and remain effective, including access to faculty development programs; and development of an evaluation system aimed at improving teaching effectiveness. It is suggested that departmental autonomy should be replaced by central responsibility for part-time faculty to insure fair and humane treatment. (SW)

Kranich, Nancy C.; And Others
A Study of User Success with an Online Catalog. Final Report.
New York Univ., NY. Univ. Libraries.
SPONS. AGENCY- Council on Library Resources, Inc., Washington, D.C.
PUB DATE- Dec 84
NOTE- 606p.; For related document, see IR 051 051.
GRANT- CLR-2065
LANGUAGE- English
EDRS Price - MF03/PC25 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; Library Automation; *Library Catalogs; Library Research; *Online Searching; Search Strategies; Tables (Data); *User Satisfaction (Information); *Use Studies
IDENTIFIERS- *New York University; *Online Catalogs

With grants from the Council on Library Resources (CLR) and the Association of Research Libraries (ARL), New York University (NYU) Libraries conducted a study to assess user reactions to their online catalog, Bobcat (Bobst Library Computerized Catalog). In order to evaluate the effectiveness of NYU's catalog, to describe users' attitudes toward the system, and to assess users' stated levels of satisfaction relative to success, a three-part study was implemented: (1) the CLR Study attempted to assess the attitudes and perceptions of both users and non-users; (2) the NYU Study examined the search patterns and attitudes of both computer and card catalog users; and (3) the Interview Study attempted to describe the search process and identify problem areas for both computer and card catalog users. The library conducted 1,166 user surveys and 497 nonuser surveys at various sites from December 1983 through May 1984. This report begins with a review of previous public catalog research and then presents the four hypotheses developed and tested in this study. A detailed discussion of the research procedure includes sections on the survey instruments, data collection, the survey sample (library users and study sample), and data analysis. Commentary and statistical results from each of the studies follows. Appended materials, which constitute the major portion of the report, include a profile of the online catalog, the survey instruments, maps showing catalog locations and a description of the NYU libraries, and extensive analyses of the data for the CLR and NYU studies. (THC)

ED 254 290 JC 850 098

Chavez, Mauro
A Student Government Guidebook for Evergreen Valley College.
Evergreen Valley Coll., San Jose, Calif.
PUB DATE- 85
NOTE- 82p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Community Colleges; *Student College Relationship; *Student Government; *Student Leadership; Student Organizations; Textbooks; Two Year Colleges

Designed to help develop informed and capable student leadership in student affairs at Evergreen Valley College (EVC), this student government guide and text for Government 91 focuses on the major leadership needs and objectives of student government within a participatory framework. After an explanation of course objectives and requirements, Section I, "Foundations of the Student Role in Governance," discusses the historical role of students in academic decision making and the quadripartite system of the San Jose College District. Section II, "Purposes and Objectives of Student Government at Evergreen Valley," focuses on EVC student government philosophy and aims, underpinning premises, and criteria for student government participation. Section III, "The Structure of Student Government," discusses the role of the student senate and its elected and appointed officers, and defines the role of the student adviser. Section IV, "Organization: Major Concepts and Structural Considerations," looks at concepts relevant to the study of formal organizations, goal formation in student government, EVC administrative structures, and suggested relationships between the Student Senate and the other components of EVC's administration. This section also includes a series of exercises on time management. Section V, "The Leadership Process," defines leadership, and discusses the use of the committee system and parliamentary process in formal deliberations. Section VI, "Student Activity Requirements," presents club regulations, the role of the club adviser, and financial procedures for the Associated Study Body and student clubs. (HB)

ED 254 359 RC 015 141

Franco, Juan N.
Acculturation Levels of Mexican American Children: Measurement Issues and Implications for Mental Health.
PUB DATE- Nov 83
NOTE- 26p.; Paper presented at the Ethnicity, Acculturation, and Mental Health Among Hispanics Conference (Albuquerque, NM, November 11-12, 1983).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Adults; Anglo Americans; Biculturalism; Childhood Attitudes; Comparative Analysis; Elementary Secondary Education; Higher Education; *Measurement Objectives; *Mental Health; *Mexican Americans; *Research Needs; Student Attitudes
IDENTIFIERS- *Childrens Acculturation Scale (Franco)

The paper explores measurement issues surrounding acculturation, discusses the Children's Acculturation Scale (CAS), relates results of several studies dealing with the acculturation and mental health of Mexican Americans, and concludes with a substantiation of the idea that the process of acculturation is stressful and impacts on adjustment. Noting that Mexican Americans are not a homogeneous cultural group and that therefore broad generalizations about Mexican Americans are usually inappropriate, the paper covers such measurement issues as a definition of acculturation, the validation process (including finding and measuring an unacculturated sample), and the measurement of children. The CAS is described as a 10-item Likert-type scale which takes about 5 minutes to complete; on a scale of one to five, individuals scoring near one tend to be very "Mexican" and those scoring near five tend to be very "Anglicized." Studies are cited that involved subjects ranging from grade one children to university level students to randomly selected adults; these studies generally showed that a bicultural orientation produced a healthy psychological adjustment. Other measurement issues include the need to: replicate previous majority/minority culture comparison studies to investigate within-group variability, focus on a broader spectrum of acculturation, and place more emphasis on investigating the process of acculturation and its relationship to mental health adjustment in Mexican American children. (BRR)

ED 254 385 RC 015 208

Spencer-Aders, Cathy
Oregon Title I-M Skill Check List, Level IV.
Oregon Migrant Education Service Center, Salem.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Compensatory Education Section.
PUB DATE- 15 Sep 79
NOTE- 9p.; For related documents, see ED 210 121-122 and RC 015 206-209
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; Behavioral Objectives; Check Lists; Division; *Grade 4; Intermediate Grades; Mastery Learning; *Migrant Education; *Non English Speaking; *Skill Development; Spelling; *Student Evaluation; Student Records; Writing Skills
IDENTIFIERS- ESEA Title I Migrant Programs; *Oregon

Following the Migrant Student Record Transfer System Skills list, this checklist, designed for non-English speaking students, is a system for rapidly evaluating a student's skill level and for keeping track of the student's mastery of suggested objectives at the fourth grade level. Objectives to be mastered with 100% accuracy include: spelling advanced shapes; learning four basic division facts (100 facts in 10, 5, and 3 minutes); verbally spelling words on the spelling tests; and reviewing both printed and written letters of the alphabet. This booklet includes a list of goals for K-6; a skills checklist for recording student progress; a list of Level IV goals; a division problem sheet; and tutoring request/report forms which list individual objectives and provide space to record date and length of tutoring sessions. (NQA)

ED 254 077 FL 014 862

Giauque, Gerald S.

Study Hints for Learning a Foreign/Second Language.

PUB DATE- 85
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Dialogs (Language); *Discussion; Interpersonal Communication; *Learning Strategies; Listening Skills; Pronunciation; Reading Skills; *Second Language Learning; Speech Skills; Student Participation; *Study Habits; *Study Skills; Writing Skills

A list of basic study practices and strategies, with examples and alternatives that focus on both receptive and productive skills and the value in interaction, is presented. The following hints are included: (1) don't study a language by yourself and in silence, but study aloud and with another person; (2) use the target language as much as possible, even if resorting to a pidgin form when necessary to avoid using English; (3) don't think that studying material without developing communication skills will be effective; (4) ask questions about grammar or vocabulary only in the target language; and (5) devise activities mutually beneficial to both study partners. Examples are given of mutually beneficial activities and of techniques for solving specific problems. The suggestions are based on the principles that pronunciation is the first thing to learn, all other skills and knowledge areas are only tools to develop speech skills, and the student himself must be aggressive in breaking out of the protective shell of English usage. (MSE)

ED 254 092 FL 014 890

Steele, Winifred H.
An Inventory of Foreign Language Cultural Resources.
PUB DATE- 85
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Broadcast Industry; *Community Resources; *Cultural Education; *Educational Resources; High Schools; Industry; *Instructional Materials; Professional Associations; Public Agencies; Publications; Religious Cultural Groups; Resource Materials; Schools; *Second Language Instruction; Travel
IDENTIFIERS- New Jersey; New York (New York)

The results of a survey of cultural resources available to high school foreign language students in the Central New Jersey and New York City areas are presented in a listing of cultural and professional organizations, businesses, schools, government tourist offices, television and radio broadcasts, publications, religious groups, travel agents, restaurants, and entertainment companies. The information presented was obtained through a request for information and materials from the organizations and from foreign language educators and other knowledgeable individuals. The inventory includes a description of the study's background and methods, a bibliography, a diagram of the survey's procedures, sample letters, the survey instrument, the survey results, and examples of responses obtained. (MSE)

ED 254 120 HE 017 944

Financial Report of Ontario Universities, 1983-84. Volume II, Affiliated and Federated Colleges and Universities.

Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-0-88799-191-2
PUB DATE- Nov 84
NOTE- 268p.; For related documents, see HE 017 943-945.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Budgeting; *Church Related Colleges; Educational Finance; *Expenditures; *Financial Support; Foreign Countries; Higher Education; *Income; Operating Expenses; Private Colleges; *Resource Allocation; School Funds; Universities
IDENTIFIERS- Canada; *Ontario; *Public Colleges

Fiscal year 1983 data on the total revenue and expenses and changes in fund balances of the 22 affiliated or federated colleges, universities, and seminaries of Ontario are presented. The information is presented using consistent categories and definitions for all universities and colleges in Ontario. In addition to financial data for each institution, summary information for all schools on a consolidated basis are included. Statistical tables cover the following: combined revenue and expense and changes in fund balances, revenue by source and type of fund, percentage of operating revenue by source, expenses (all funds) by object and type of fund, actual operating expenses by object and functional area, general funds in appropriated fund balances, percentage analysis of total expenses by object of expense by institution, percentage of operating expenses by functional area by institution, and general fund changes in appropriated fund balances. For institutional fund balances, details are provided on the amounts of expendable funds available within both the general and restricted fund categories. Details concerning the appropriated reserves of the universities' ancillary enterprises are also included. (SW)

ED 254 148 HE 018 113

Development and Use of Error-Prone Models to Supplement Pre-Established Criteria (PEC) in Selecting Pell Grant Recipients for Validation.

Advanced Technology, Inc., Reston, VA.; Westat Research, Inc., Rockville, Md.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- Dec 82
NOTE- 121p.; For related documents, see HE 018 113-135 and HE 018 136-140.
CONTRACT- 300-80-0952
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Cost Effectiveness; Dependents; Error Patterns; *Evaluation Criteria; Family Characteristics; *Federal Aid; *Financial Aid Applicants; Higher Education; Income; *Mathematical Models; *Need Analysis (Student Financial Aid); Prediction; Predictor Variables; Self Supporting Students; Statistical Analysis; Student Characteristics; *Student Financial Aid
IDENTIFIERS- Error Prone Model; *Pell Grant Program; Validation Verification and Testing Techniques

The development of a number of error-prone models to select Pell Grant recipients for validation is discussed. The 1983-1984 Pell Grant validation strategy consists of a two-stage approach: selection using Pre-Established Criteria (PEC) followed by selection using Error Prone Modeling (EPM). The database used for model development consists of a sample of 1980-1981 Pell Grant Recipients. The policy question is which students should be selected for various types of validation measures. Eight effectiveness measures are defined, and for each measure an error-prone model is developed that will identify those cases for which the corresponding type of validations will uncover the highest level of error. The data elements include: income, U.S. taxes paid, household size, nontaxable income, liquid assets, spouse income, and dependency status. The eight models are then compared in order to identify the most cost-effective approach to marginal selection for validation. The measures refer only to the payment consequences of discrepancies likely to be uncovered by the corresponding type of validation being used. Detailed appendices include EPM error tables and Automatic Interaction Detector coding categories for predictor variables. (SW)

ED 254 190 IR 011 502

Nelson, Gary D.

The Use of Microcomputers in Health Risk Appraisal.

PUB DATE- Nov 84
NOTE- 19p.; Paper presented at the Annual Conference of the Mid-South Educational Research Association (13th, New Orleans, LA, November 14-16, 1984). For related document, see IR 011 504.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Behavior Change; *College Students; *Computer Assisted Instruction; *Courseware; *Health Education; Health Materials; Higher Education; Instructional Materials; Microcomputers; Nutrition Instruction; *Pretests Posttests; Statistical Analysis; Teaching Methods
IDENTIFIERS- Apple II; *Health Risk Appraisal

The purpose of this pilot study was to determine the contributions of computerized health risk appraisal when used as a supplement to the traditional methods of health instruction. Subjects were a convenience sample of 26 students enrolled in a university level, personal health course. Using a one group pretest posttest design, these subjects were evaluated in terms of knowledge of causes of death specific to the individual, knowledge of risk factors, behavioral intentions, and health beliefs (changeability) before and after a health risk appraisal. The computer appraisal program used included the Health Risk Appraisal program (Raines and Ellis, 1982) and the Computerized Health Appraisal program (Hall, 1983). Results showed significant improvements on measures of student knowledge of causes of death and risk factors, but no beneficial effects on behavioral intentions and changeability. Although the diagnostic and therapeutic benefits of health risk appraisal remain uncertain, findings indicate that the computerized health risk appraisal was a useful health promotion tool when used in a personal health class. A copy of the test instrument is included and 26 references are listed. (LMM)

ED 254 219 IR 011 538

Communication and Participation: Freedoms and Constraints of the Audio-Visual. Proceedings of the Colloquy (Charleroi, Belgium, March 1981).

Council for Cultural Cooperation, Strasbourg (France).

PUB DATE- 81
NOTE- 89p.; Small and also some faint print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Audiovisual Communications; Community Programs; Computers; *Cultural Activities; Financial Support; Foreign Countries; Information Dissemination; *Mass Media; Mass Media Effects; *Technological Advancement; Technology Transfer; *Telecommunications
IDENTIFIERS- Entertainment; *Europe

Papers and reports are presented from a colloquy that was a culminating project of the European Council for Cultural Cooperation. In "Public Participation, Self Expression of Groups and Individuals," Paul Beaud discusses the concepts of community media and the new media. "The Evolution of the Great Communication Networks," by Sean MacReamoinn, relates the present crisis in telecommunications to developments in new technology and audiovisual media, organizational changes occurring in the major networks, and the financial arrangements involved in these changes. Reports of four working groups are presented by Holde Lhoest (Information), Margareta Ingelstam (Education), Peter M. Lewis (Entertainment), and Monique Sauvage (Culture). A general report by Henry Ingberg emphasizes that the traditional divisions of the functions of radio and television (information, education, entertainment, and culture) do not correspond to recent developments in the electronic media. Ingberg discusses new technologies, media mergers and centralization, audience fragmentation, profit and non-profit participation in the media, public service, and the contributions of four working groups. Appendices include a draft resolution on "Cultural Development and Electronic Media" and a list of colloquy participants. (LMM)

ED 254 276 JC 850 080

Fiscal Year 1984 Unit Cost Report for the Public Community Colleges of Illinois.

Illinois Community Coll. Board, Springfield.

PUB DATE- Jan 85
NOTE- 79p.; Computer printed tables may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Expenditure per Student; *Expenditures; *Program Costs; Salaries; State Surveys; Two Year Colleges; *Unit Costs
IDENTIFIERS- *Illinois

Fiscal year (FY) 1984 results of the annual unit cost study of the Illinois public community colleges are presented in this report based on data on course offerings, enrollments, and costs. After an introductory overview, data and analyses are presented which show: net instructional unit costs for FY84 compared with previous years; net instructional unit cost, full instructional unit cost, and total institutional unit cost; net instructional unit cost by cost categories; indirect instructional support unit cost; net instructional unit cost by the seven instructional cost categories and by subject area; and unit cost comparisons. Highlighted findings include the following: (1) the net instructional unit cost increased approximately 38% from $57.31 to $79.24 between FY78 and FY84; (2) the FY84 state average net instructional unit cost per student semester credit hour was $79.24, representing a 13.4% increase from the FY83 state average; (3) by cost categories, the state averages per student semester credit hour were direct salary, $33.25; direct department, $6.78; direct equipment, $1.30; allocated costs, $25.84; operation and maintenance, $11.56; and building rental, $0.51; and (4) by instructional categories, state average unit costs were Baccalaureate and General Academic, $81.32; Business and Public Services Technologies, $83.19; Technical Occupations, $94.70; Health Technologies, $125.01; Remedial Education, $80.31; Adult Basic Education and Adult Secondary Education, $51.41; and General Studies, $49.71. (HB)

ED 254 318 PS 014 916

Oelerich, Marjorie
Should Kindergarten Children Attend School All Day Every Day?
PUB DATE- 84
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Academic Achievement; *Attendance Patterns; Educational History; *Kindergarten; Primary Education; *Rural Schools; *School Schedules
IDENTIFIERS- Alternate Day Programs; *Full Day Programs; Half Day Programs

Historically, kindergartens began as full-day programs, but during World War II the shortage of teachers and building space and the increased birth rate produced a cutback to half-day kindergartens. Full-day kindergartens surfaced again during the 1960's and 1970's. Many contemporary studies report significant results in favor of full-day kindergarten. The present report discusses the results of research conducted during a 10-year period in rural, southern Minnesota. This research compared three attendance patterns: all-day everyday, half-day everyday, and all-day alternate day. The first three studies used the Metropolitan Readiness Test to compare class groups representing the three attendance patterns. A later study used this test to compare kindergarten classes 5 years apart in the same school districts. While the teachers and curriculum were the same, in one case the district had changed from all-day everyday attendance to all-day alternate day attendance. In another district, the change was from all-day alternate day attendance to half-day everyday attendance. It was concluded that, for the particular children studied, the all-day everyday kindergarten program was superior to both other attendance patterns. In addition, the half-day everyday program resulted in higher performance for children than did the all-day alternate day program. (CB)

ED 254 332 PS 014 951

Diener, Carolyn S.
Peacemaking and Conflict Resolution in the Home.
PUB DATE- 1 Mar 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Altruism; Children; *Conflict Resolution; Developmental Stages; Egocentrism; Interpersonal Relationship; Modeling (Psychology); Moral Values; Nonformal Education; *Parent Role; *Peace; *Prosocial Behavior; *Socialization
IDENTIFIERS- *Parent as a Teacher

Parents and teachers can help children learn qualities (such as empathy, caring, kindness, and generosity) that contribute to a more peaceful environment. Children can be helped to learn the values and techniques of resolving conflicts without injuring others. We should be concerned about teaching peacemaking in order to prevent crime, drug addiction, and mental illness. Many factors encourage the development of a peaceful and caring person, including having one's basic human needs met, having a feeling of self-worth and self-respect, and understanding the need for cooperation and sharing of power and materials. Children learn to care about others and to curb their selfish impulses by modeling their behavior on that of parents, teachers, and others. While Piaget stated that children are too egocentric to empathize with another person and to act altruistically before the 5 to 7 year old stage, recent research has found that even toddlers are sometimes altruisic. Parents who convey with intensity that a child must not hurt others, explain why, and indicate the consequences of hurtful behavior have children who, from a very early age, give help to others who are distressed. There are many other ways that parents can encourage children to be peacemakers. By working for peace in a conscious way, each of us can contribute to the quality of life in our society. (CB)

ED 25[illegible] SE 045 413

Jones, Edward D., Jr.; And Others
An Evaluation of Lockheed Technology Emphasis Camp (TEC) Summer 1984.
Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.
REPORT NO.- 19-5.1/85
PUB DATE- 85
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Aerospace Education; *Aerospace Industry; *Aerospace Technology; Career Exploration; High Schools; Mathematics Education; Pilot Projects; *Program Evaluation; Science Education; Secondary School Mathematics; Secondary School Science; *Summer Programs
IDENTIFIERS- *Lockheed Technology Emphasis Camp; Science Education Research

This report presents an evaluation of Lockheed TEC, a pilot program established by the Lockheed Georgia Company as a joint summer employment venture with other Georgia institutions. The goal of this program for economically qualified high school juniors and seniors was to expose them to aerospace technology through four program objectives. These objectives include: (1) emphasizing the value of science, mathematics, and technological education through applications in the aerospace industry; (2) providing stimulating experiences that reward high achievement, and helping students in personal growth and career direction; (3) providing a means for participants to share their experiences through planned presentations at their home schools; and (4) establishing new linkages to support public education, parents, and others in the pursuit of excellence in mathematics, writing, and reading. Findings (which focus on students' program preferences, educational benefit of the program, and academic achievement) indicate that the program was a success. A list of nine recommendations based on the findings is included. Two of these recommendations are that Lockheed TEC should capitalize on its experiential aspect by incorporating and/or expanding on those activities that provide for learning by doing/knowledge applications and that future participants should have a 2.5 grade point average and show a proclivity for achievement in a technological area. (JN)

ED 254 429 SE 045 456

Fraser, Barry J.; And Others

Educational Productivity in Science Education: Secondary Analysis of National Assessment in Science Data.

PUB DATE- Apr 85
NOTE- 48p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Elementary School Science; Elementary Secondary Education; National Surveys; *Predictor Variables; Science Education; *Secondary School Science; *Student Attitudes
IDENTIFIERS- Science Education Research; *Secondary Analysis

This study used data collected during 1981-82 from a random sample of 1,960 9-year-old students from 124 elementary schools involved in a national assessment of educational progress in science. The database was used in secondary analyses which probed the validity of a model of educational productivity involving a set of nine aptitudinal, instructional, and environmental variables which require optimization to increase student learning. When controlled for other factors, ability, motivation, class environment, home environment, amount of television viewing (negative direction), sex, and race were all found to be significantly related to achievement. For an attitude outcome, the factors linked with attitudinal attainment were ability, motivation, class environment, and race. These results for 9-year-olds were compared with those emerging from secondary analyses of data provided by 1,950 17-year-olds and 2,025 13-year-olds participating in the same assessment. Overall, the findings supported the model of educational productivity and sugggested that science students' achievement and attitude are influenced jointly by a number of factors rather than one or two dominant ones. The study also attests to the potential value of science education researchers performing secondary analyses on the high-quality random databases generated as part of national assessments. (Author/JN)

ED 254 443 SO 016 241

Goldman, Jill S.; And Others
Investigations: Toxic Waste. A Science Curriculum in the Participation Series.
Educators for Social Responsibility, Cambridge, MA.
SPONS. AGENCY- Deer Creek Foundation, St. Louis, MO.
PUB DATE- Sep 84
NOTE- 87p.; A project of the Boston area chapter of Educators for Social Responsibility. For other documents in the series, see SO 016 240-243.
AVAILABLE FROM- Educators for Social Responsibility, 23 Garden St., Cambridge, MA 02138 ($7.50, plus $2.50 postage and handling; 15% discount for 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; *Environmental Influences; *Hazardous Materials; *Pollution; Research Methodology; Science Education; Secondary Education; Social Problems; *Social Responsibility; Social Studies; Student Participation; Teacher Developed Materials
IDENTIFIERS- Environmental Problems

One of a series of teacher-developed curriculum guides designed to encourage student participation and involvement in important social issues, this secondary level guide presents toxic waste as one example of a current issue requiring social action. The first section focuses on the skill of investigating as a means of introducing students to empirical methods, to the connection between science and social problems, and to an awareness of environmental issues. After completing readings on the biases of scientific studies and two case histories, student activities focus on identifying hazardous waste substances, finding out more about residential toxic waste, and exploring toxic waste treatment in their community. Lab activities deal with toxic waste and groundwater, testing soil and water, the effect of pH and salt on living organisms, and detection of heavy metals in water. Examples of active approaches to environmental problems are presented in the final section, in which students may: read about Rachel Carson, whose writing was influential in arousing public concern over the dangers of pesticides; discuss a toxic waste treatment program implemented in Denmark; examine government decision making; participate in a mock congressional hearing on toxic waste; and create a research plan for investigation. A list of resources concludes the guide. (LH)

ED 254 106 FL 014 910

Rauschenberg, Gretchen S.
Class Cuisine: Food in the Foreign Language Class.
PUB DATE- 84
NOTE- 9p.; In: Snyder, Barbara, Ed. Look Out World, Here We Come! See FL 014 904.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- Books; *Class Activities; Cooking Instruction; *Cultural Education; *Foods Instruction; *Fund Raising; Secondary Education; *Second Language Instruction
IDENTIFIERS- Cook Books

Food can both interest students in a foreign culture and motivate them to broaden their interests. Cooking with students can take many forms. The students can cook in class if adequate preparations are made and permission is granted. Students can contribute toward the purchase of food for snacks and meals, and the cost can be kept to the price of a school lunch. The class can exchange rooms with a home economics class for a day or two. Banquets can also be cooked at home, with careful menu planning, and can be prepared either in one home or potluck style and brought to the meal site. A bake sale can be used to raise money quickly or regularly. This can take the form of an after-school sale or sale by order, such as a holiday "buche de Noel" sale, and items can be prepared individually by students or in a group, either in a home or at school. Recipes can be found in most language teachers' cookbook collections, and can usually be adjusted to be appropriate for the group. Recipes are provided for napoleons, buche de Noel, tortillas, churros, and torta de chocolate. (MSE)

ED 254 162 HE 018 127

Statistical Sampling Handbook for Student Aid Programs: A Reference for Non-Statisticians. Winter 1984.

Office of Student Financial Assistance (ED), Washington, DC.

PUB DATE- 84

NOTE- 111p.; For related documents, see HE 018 112-135 and HE 018 137-140.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Guides; College Students; Computation; *Federal Aid; Government Employees; Higher Education; *Prediction; Program Administration; *Records (Forms); Sample Size; *Sampling; *Statistical Analysis; *Student Financial Aid; Student Financial Aid Officers

IDENTIFIERS- *Office of Student Financial Assistance

A manual on sampling is presented to assist audit and program reviewers, project officers, managers, and program specialists of the U.S. Office of Student Financial Assistance (OSFA). For each of the following types of samples, definitions and examples are provided, along with information on advantages and disadvantages: simple random sampling, stratified sampling, cluster sampling, systematic (interval) sampling, dollar-unit sampling, sequential (stop or go) sampling, discovery (exploratory) sampling, multi-stage sampling, opportunity sampling, and quota sampling. Forms to aid in calculating a variety of common sample statistics are included. Three examples of the potential uses of sampling statistics and the forms by OSFA are provided, and potential problems that could arise are addressed. The forms are used to: calculate the estimate of the population variance from a sample; develop population estimates from a simple random sample; determine minimum necessary sample sizes; illustrate the use of a calculator to determine population variance; and develop population estimates. Appendices include: an introduction to the mathematics of sampling, information on sampling formulas and symbols, a 13-item annotated bibliography, and an index by primary reference or definition. (SW)

ED 254 176 HE 018 153

Voluntary Support of Education, 1982-1983.

Council for Financial Aid to Education, New York, N.Y.; Council for the Advancement and Support of Education, Washington, D.C.; National Association of Independent Schools, Boston, Mass.

SPONS. AGENCY- DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.
PUB DATE- May 84
NOTE- 150p.; Document is marginally legible due to small print.
AVAILABLE FROM- Council for Financial Aid to Education, 680 Fifth Avenue, New York, NY 10019 ($20.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alumni; *Business; Colleges; Comparative Analysis; *Donors; Endowment Funds; Expenditures; Financial Support; *Higher Education; Industry; Institutional Characteristics; *Philanthropic Foundations; *Private Financial Support; Private Schools; Religious Organizations; School Business Relationship; School Funds; Trend Analysis
IDENTIFIERS- *Corporate Support; Survey of Voluntary Support of Education

Results of the 1982-1983 Survey of Voluntary Support of Education are presented, including a narrative summary and detailed statistical tables. Reports of voluntary support are presented for 1,137 institutions, and support patterns over the past decade are examined, along with patterns for a core group participating in two successive surveys. Attention is also directed to national estimates of voluntary support for higher education by source and purpose, and to economic indicators and institutional expenditures. Statistics on support are presented for specific colleges and universities and private elementary and secondary schools. For each institution support in dollars is indicated for: current operations; capital purposes; six sources of support (e.g., business, alumni, foundations); bequests; annuities, life contracts, insurance; six kinds of support through the annual funds; nonalumni parent support; corporation matching gifts; and endowment market value. Summary tables of this information are also presented by type of institution. National estimates of voluntary support of higher education indicate that total voluntary support rose $300 million in 1982-1983 to an estimated $5.16 billion; and corporate gifts reached the $1 billion level for the first time. (SW)

ED 254 233 IR 051 035

Kuhlthau, Carol Collier

A Process Approach to Library Skills Instruction.

PUB DATE- 2 Nov 84
NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of School Librarians (Atlanta, GA, October 31-November 4, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Doctoral Dissertations; High School Seniors; *Library Instruction; *Library Research; *Library Skills; Position Papers; *Research Projects; *Research Skills; School Libraries; Secondary Education
IDENTIFIERS- Process Research

An extension of a doctoral dissertation that studied a group of high school seniors while they used the library for two assigned research papers, this paper presents a process approach to library skills instruction for high school students. The doctoral study traced the research process used by the students through a number of devices including questionnaires, interviews, journals, timelines, and flow charts. This paper includes a review of the literature, a discussion of the cognitive process used in library research, and a six-stage timeline of the library research process: (1) initiating a research assignment; (2) selecting a topic; (3) exploring information; (4) forming a focus; (5) collecting information; and (6) preparing to present. Some techniques to help students evaluate their own library research are suggested, and the importance of engaging the intellect of students as they develop their research topics is noted. An 11-item bibliography is included. (THC)

Newton, Sandra S.

Computer Resources for Writing.

PUB DATE- 84
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; Community Colleges; *Computer Assisted Instruction; Computers; *Computer Software; Two Year Colleges; Word Processing; *Writing Instruction

A discussion is provided of the use of computers in writing instruction at the community and junior college level. After providing an account of the introduction of computer technology into the author's personal and professional life, the paper outlines ways in which the computer can be used to teach writing skills. Following an analysis of the mechanical and intellectual process of writing, the low-level resources of the computer are reviewed with respect to applications such as running tutorials with students performing drill exercises on the computer. Next, mid-level computer resources are discussed, with focus on word processing programs, adventure games, and self-help services provided by national computer networks. Word processing programs are described in terms of their potential for developing students' enthusiasm for writing, revising work, and improving spelling. Adventure games, such as Zork, which require the precise use of language, a large amount of reading, and logical thinking, are discussed as ways to give students facility with skills that are equally applicable to writing, e.g., organizing ideas, using specific and concrete detail, and working sequentially. This section concludes with an examination of the services available through Compuserve to assist in the writing program. Finally, educational software programs using the high-level abilities of the computer are discussed. Descriptions are provided of the features of WRITER'S WORKBENCH and WANDAH, with particular focus on their use for assessing text abstractness, identifying risky constructions, and providing editorial comments. (HB)

ED 254 305 PS 014 642

Wakefield, Patricia, Comp.
Demonstration Preschool/ESL Project Report, Sexsmith Community School, Phases I & II. Vancouver, British Columbia, Sept. 1982-June 1984.
Sexsmith Community School, Vancouver (British Columbia).
PUB DATE- Jun 84
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; *Demonstration Programs; *English (Second Language); Foreign Countries; Immigrants; Interaction; *Multicultural Education; Nursery Schools; Parent Participation; Parent School Relationship; Preschool Curriculum; *Preschool Education; Program Design; Program Evaluation; *Second Language Instruction
IDENTIFIERS- *British Columbia (Vancouver)

This report describes the background, organization, design, evaluation, and recommendations of a demonstration project involving a model preschool for 3- to 4-year-old children learning English as a second language (ESL). The impetus for the project was the increase in the number of immigrant children in British Columbia. Objectives were to develop and implement a preschool program specifically designed to meet the needs of ESL children and to assess the program's value as a prototype for serving ESL preschool children. In the program developed, one teacher met with morning and afternoon classes of 15 children. Curriculum is discussed in terms of goals, orientation of children and parents, daily schedule, physical setting, monthly planning, concepts taught, and strategies used to expand children's ESL skills and awareness of their own and other cultures. The research component of the project included a study comparing children's effectiveness in peer interaction with their English-language abilities; a study comparing the classroom behavior of a class of children relatively proficient in English with a class of less-proficient ESL users; and a parent component that informally examined relations between home and preschool. Program evaluation was conducted by a university professor who observed both morning and afternoon groups. Recommendations for ESL preschools address general issues as well as initial procedures and orientation, program planning, classroom preparation, parent involvement, and administration. (CB)

ED 254 346 PS 014 976

Ferguson-Smith, Pamela
Implementation of a Social Skills Training Program to Teach Personal and Interpersonal Problem-Solving Skills to Low Socioeconomic Status Preschoolers.
PUB DATE- 84
NOTE- 65p.; Practicum Report, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Antisocial Behavior; *Cognitive Ability; Family Environment; *Interpersonal Competence; Intervention; *Low Income Groups; *Preschool Children; Preschool Education; Teacher Response; *Training; Verbal Communication

Direct observation of preschool children and informal interviews with day care center personnel and parents indicated that 4- and 4 1/2-year-olds from families of low socioeconomic status lacked the social skills and training needed to interact in an appropriate manner with peers in a day care setting. Three times more negative physical acts and five times more negative verbal acts were committed by children with low socioeconomic status than by children with middle socioeconomic status. A social skills training program was designed with the general goal of teaching personal and interpersonal problem-solving skills that preschoolers could use when confronted with a variety of problem situations. Additional goals were to (1) increase children's language ability; (2) increase children's ability to give relevant solutions to interpersonal problems; and (3) decrease the amount of time children spent interacting negatively with others. A fourth goal was to obtain positive evaluations on the value of the program by participating teachers. Findings indicated that the eight children who underwent training increased their ability to give relevant solutions to interpersonal problems. This improvement resulted in at least a 20 percent decrease of negative physical and verbal behaviors in 63 percent of the children. A total of 87 percent of the children showed at least a 10 percent increase in conceptual skills. Teachers rated the program as valuable and noticed a decrease in negative behavior among the children. (Author/RH)

ED 254 380 RC 015 209

Spencer-Aders, Cathy
Oregon Title I-M Skill Check List, Level V & VI.
Oregon Migrant Education Service Center, Salem.
SPONS. AGENCY- Oregon State Dept. of Education, Salem. Compensatory Education Section.
PUB DATE- 15 Sep 79
NOTE- 8p.; For related documents, see ED 210 121-122 and RC 015 206-208.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; *Basic Skills; Behavioral Objectives; Check Lists; Division; Fractions; *Grade 5; *Grade 6; Intermediate Grades; Mastery Learning; *Migrant Education; *Non English Speaking; Skill Development; Spelling; *Student Evaluation; Student Records
IDENTIFIERS- ESEA Title I Migrant Programs; *Oregon

Following the Migrant Student Record Transfer System skills list, this checklist, designed for non-English speaking students, is a system for rapidly evaluating a student's skill level and for keeping track of the student's mastery of suggested objectives at the fifth and sixth grade levels. Objectives to be mastered with 100% accuracy include: adding, multiplying, and dividing fractions; learning decimals; and learning weekly spelling lists. This booklet includes a list of goals for K-6; a skills checklist for recording student progress; a list of goals for Levels 5 and 6; and tutoring request/report forms which list individual objectives and provide space to record date and length of tutoring sessions. (NQA)

ED 254 415 SE 045 432

McKenzie, Danny L.; Karnau, Sally A.

Effects of Computer-Based Diagnostic Instruction and Non-Diagnostic Instruction on Laboratory Achievement in General Science.

PUB DATE- Apr 85

NOTE- 14p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *College Science; *Computer Assisted Testing; *Diagnostic Tests; *General Science; Higher Education; Preservice Teacher Education; Science Education; *Student Attitudes

IDENTIFIERS- Science Education Research

The effects of computer-based diagnostic testing on the laboratory achievement of 91 preservice elementary teachers were assessed. These teachers were enrolled in one of four laboratory sections of a general science course. Intact classes were randomly assigned to one of two treatment groups. All students completed the same laboratory activities during a 7-week period. Students in group one (diagnostic group) were then provided with access to a 22-item, multiple-choice, computer-based diagnostic test. Upon completion of the test, a summary of the subjects' performance on various course objectives was provided. Students in group two (non-diagnostic) did not have access to the diagnostic test. Following treatment, all subjects took a teacher-made laboratory examination. Subjects in the diagnostic group also completed an instrument to determine their attitudes toward the usefulness of the diagnostic test. Results indicate that students in the diagnostic group did not perform significantly better than students in the non-diagnostic group on the achievement test. Approximately one-half of the subjects in the diagnostic group reported that the test could be improved by providing answers to the questions that they missed. Results of the attitude survey suggest that students believe the diagnostic test was helpful in preparing for the laboratory examination. (Author/JN)

ED 254 093 FL 014 891

English Teaching Profile: Yemen Arab Republic.

British Council, London (England). English Language and Literature Div.

PUB DATE- Jun 84
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Creative Writing; Educational Administration; Educational Planning; *Elementary Secondary Education; *English (Second Language); *English Instruction; Foreign Countries; *Higher Education; Industry; Information Sources; Instructional Materials; International Cooperation; *Language Role; Language Teachers; National Surveys; Research Projects; Teacher Education; Technical Assistance
IDENTIFIERS- *Yemen

A description of the role and status of the English language in the Yemen Arab Republic begins with a general statement concerning the distribution of English speakers and the use of English language materials. Subsequent sections outline: (1) the use and status of English within the educational system at all levels, including teacher education; (2) the availability of English language materials and resources; (3) the structure of educational administration relating to English instruction; (4) development and planning efforts; (5) English outside the educational system; (6) British, American, and other agency support for English teaching; (7) commercial opportunities relating to the English language; (8) creative writing in English; (9) current research; and (10) other sources of information about the situation. A concluding statement notes that the importance of English is recognized nationally, although the educational system is conservative and concerned with immediate tasks, and a British curriculum development project is receiving strong support from Yemeni authorities. (MSE)

ED 254 135 HE 018 044

McCleary, Lloyd E.
Open Higher Education: The Management Challenge.

PUB DATE- Aug 84
NOTE- 43p.; Paper presented at the Asian Conference on Education (Bangkok, Thailand, August 12-18, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; *College Administration; College Planning; Computer Oriented Programs; Decision Making; Delivery Systems; *Educational Change; Futures (of Society); Higher Education; *Lifelong Learning; Management Information Systems; *Open Universities; Social Change

Management principles and trends are examined with attention to open higher education. Administrative activity includes policy-making, technical tasks, and institutional direction. Open higher education includes programs to prepare both professional and semi-skilled workers, as well as programs that meet personal and social aims. Participation in open education can be continuous or recurrent through a life span. Forms of inquiry into higher education include program evaluation, action research, policy studies, research and development, conceptual studies, and classical designs. Values of concern to academic managers concern quality, equality, and efficiency. Directions being followed by managers focus on planning, the external environment, the people involved, the future, technology, and open communication processes. Also considered are potential problems encountered in planning, internal management challenges, and projected changes for lifelong learning. Appendices include: information on U.S. organizations that assist with academic management; a paper by T. M. Williams on a lifelong learning delivery system for Utah; a paper by Jerry Debenham on the CADA computer decision system; a list of delivery systems in open higher education; and a list of management elements for open higher education that were found in the literature. (SW)

ED 254 205 IR 011 517

Griffin, Gary A.; Wilson, Elizabeth C.
Guidelines for the Design, Production, Development, and Use of a Telecommunications Program in Schools.
Designs for Education, Concord, MA.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
REPORT NO.- ISBN-0-89776-096-4
PUB DATE- Dec 83
NOTE- 97p.; For the related report, Telecommunications and the Schools, see ED 245 668.
CONTRACT- 1705-70113
AVAILABLE FROM- Corporation for Public Broadcasting, 1111 Sixteenth Street, NW, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Change Strategies; Curriculum; *Decision Making; Elementary Secondary Education; Guidelines; *Models; *Policy Formation; Program Development; Program Implementation; *Staff Development; Technology Transfer; *Telecommunications
IDENTIFIERS- Goodlad (John I)

This document, the second of two based on a study of telecommunications in the schools conducted by Designs for Education, uses data from the first volume as a basis for discussion and recommendations concerning the integration of telecommunications into elementary and secondary education. Intended for use by the professional in education and telecommunications, this book is a comprehensive text about effecting change in school practices. A description of the study framework emphasizes levels of decision making identified by John I. Goodlad (1966) and the curricular decisions to be made at those levels. Data sources for decision making are suggested, and findings from the original study are presented in terms of the framework and as a way to illustrate the data sources in use. A staff development strategy is then suggested as a means to accomplish the goals of curricular decision making and implementation. The components of a support system designed to meet the needs of introducing telecommunications into schools are described, and categorized as intellectual; management of the environment; provision, allocation, and use of resources; evaluation; and communication. Guidelines for the development, production, and use of a telecommunications program in schools are then advanced and recommendations are offered for further action. (LMM)

ED 254 248 IR 051 050

Miller, Nancy R.
The Availability of Japanese Scientific and Technical Information in the United States. Report Prepared for the Subcommittee on Science, Research and Technology; U.S. House of Representatives, Ninety-Eighth Congress, Second Session. Serial LL.
Library of Congress, Washington, D.C. Congressional Research Service.
SPONS. AGENCY- Congress of the U.S., Washington, D.C. House Committee on Science and Technology.
PUB DATE- Nov 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Foreign Countries; *Government Role; *Information Dissemination; Information Networks; *Information Retrieval; *Information Seeking; International Trade; Policy; Public Agencies; *Scientific and Technical Information; Standards; Universities
IDENTIFIERS- *Japan; United States

This report analyzes the major issues discussed at hearings held by the House Subcommittee on Science, Research and Technology on the availability of Japanese scientific and technical information (STI), and outlines the various alternatives for action. The study begins with a discussion of Japan's efforts to coordinate STI, including government efforts to create integrated STI networks and additional efforts to monitor and acquire foreign STI. A discussion of current U.S. efforts to acquire Japanese STI, including selected efforts by federal agencies, the private sector, and university programs, is followed by an analysis of existing barriers to the acquisition and dissemination of this information. The report concludes with a summary of recommendations from the witnesses on the role of the Federal Government, and an overview of legislative activity during 1984. (THC)

ED 254 291 JC 850 099

Gajewski-Johnson, Marlyce
Word Processing Job Descriptions and Duties.
PUB DATE- Oct 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Employer Attitudes; *Employment Qualifications; *Job Skills; *Occupational Information; Surveys; *Word Processing
IDENTIFIERS- *Wisconsin (Milwaukee)

In order to develop a word processing career file at Milwaukee Area Technical College, employment managers at 124 Milwaukee-area businesses were asked to provide job descriptions for all word processing positions in the company; skill and knowledge requirements necessary to obtain these positions; employee appraisal forms; wage scales; a list of fringe benefits; an annual report; and company recruiting material. Responses were received from 25 companies, indicating that: (1) three distinct career paths were used; i.e., word processing (WP) trainee to WP secretary; correspondence secretary (CS) I to CS II, section leader, and WP supervisor; and CS I to CS II, CS III, and WP supervisor; (2) small companies tended to use the WP trainee to WP secretary path; (3) the career path including the position of section leader was used in decentralized operations, while the path including the correspondence secretary I, II, and III sequence was used in a centralized system; (4) the duties, job requirements, and documents produced by the correspondence secretary I and II positions were basically the same in both the centralized and decentralized systems; and (4) job descriptions for all positions included a statement about confidential documents, proper equipment procedures, rigid workflow and occasional pressure, typing speed, verbal communication skills, and long periods of sitting. Lists of the job duties and requirements for each WP job category are included in the report. (HB)

ED 254 319 PS 014 935

Almerud, Peter
Culture in the Swedish Preschool. Current Sweden No. 324.
Swedish Inst., Stockholm.
PUB DATE- Aug 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Artists; *Community Resources; *Creative Expression; *Cultural Activities; *Cultural Awareness; Cultural Enrichment; *Fine Arts; Foreign Countries; Museums; Music Education; *Preschool Education; Public Libraries; Teacher Education; Theaters
IDENTIFIERS- *Sweden

Serious discussion of the status of children's culture in Sweden began 15 to 20 years ago. Today, it is increasingly realized that children need and have a right to personal artistic experiences. A report presented in the spring of 1983 by the National Council for Cultural Affairs on interaction between preschools and local cultural life prompted municipalities to invest greater effort in cultural activities at preschools. Another effect of the study was to bring about reassessment of training requirements for preschool teachers and child recreation leaders. Following the major expansion of Sweden's preschool system in the 1970's, discussion today increasingly centers on the content of preschool education. By bringing to life children's cultural heritage and traditions and thereby rooting children in their own environment, cultural activities accomplish an important end. Specifically, the aim of such activities is to integrate culture in children's day-to-day life by providing continual contacts with libraries, municipal schools of music, museums, theatres, and practicing artists, rather than by presenting culture as something apart from life. (Author/CB)

ED 254 360 RC 015 161

McLaughlin, Judith
Rural Health Care Delivery: Hard Times, Hard Changes.
PUB DATE- 25 Feb 84
NOTE- 13p.; Paper presented at the Southern District Meeting of the American Alliance for Health, Physical Education, Recreation and Dance (Biloxi, MS, February 25, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); *Community Characteristics; *Delivery Systems; Guidelines; *Health Education; *Health Personnel; Public Health; *Rural Areas; Rural Environment
IDENTIFIERS- *Generalists; Isolation (Professional)

Rural America is undergoing rapid and confusing change which impacts on the role of rural health educators and practitioners. Although rural life has been romanticized, rural areas have emergencies and accidents remote from professional assistance, occupational diseases, high infant and maternal mortality rates, and the same high incidence of hypertension, cardiovascular diseases, and strokes as urban dwellers. Like other rural dwellers, rural health educators must be generalists--capable in many content areas, proficient in grant writing and evaluation, able to cut red tape, willing to travel anywhere to do health promotion, and able to teach children, the elderly, and teenagers all in the same day. Unfortunately, specialization and credentialing requirements have impaired the ability of rural health care systems to find appropriately trained individuals. Fortunately, there has been a tremendous emergence of comprehensive self-care programs for rural areas. For persons who want to work in rural areas, or for those preparing health educators for employment in rural communities, the following are among the 11 suggestions provided: understand that principals of community organization and involvement are among the most important; combat professional isolation by developing strong linkages with whatever health care providers and facilities there are; try not to reinvent the wheel; be patient; and be adaptable. (BRR)

ED 254 373 RC 015 183

Lovett, Ollie M.
PATHWAYS: An Adult Pre-GED Writing Skills Workbook. Level III.
Affiliation of Arizona Indian Centers, Inc., Phoenix.
SPONS. AGENCY- Office of Elementary and Secondary Education (ED), Washington, DC. Indian Education Programs.
PUB DATE- 84
NOTE- 103p.; For related documents, see RC 015 172-184.
GRANT- G0082C1011
AVAILABLE FROM- Affiliation of Arizona Indian Centers, Inc., 2721 N. Central Ave., #814, Phoenix, AZ 85004 ($4.75).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; American Indian Culture; *American Indian Education; American Indian Literature; Capitalization (Alphabetic); *Form Classes (Languages); High School Equivalency Programs; *Paragraph Composition; Punctuation; Reading Instruction; Reading Skills; *Relevance (Education); Sentence Structure; Tenses (Grammar); Tribes; Units of Study; Vocabulary; Workbooks; Writing Instruction; *Writing Skills
IDENTIFIERS- Culture Based Curriculum; *PATHWAYS Curriculum; United States (Southwest)

Emphasizing student-generated writing, the Pre-GED (General Educational Development) Level III writing skills workbook utilizes southwestern Indian myths, legends, poems, history, and information on religious beliefs, architecture, fine arts, music, dance, and social practices to provide a culture-based GED preparatory reading and writing curriculum for Indian adult education students. The workbook is divided into five units of study: parts of speech, sentence structure, paragraph development, punctuation, and capitalization. Lessons in each of the units contain an explanation of the skill to be learned, an example of the skill, an illustration, questions pertaining to the lesson, and a unit test. Examples of the lessons include: noun functions, pronoun functions, correct pronoun case and pronoun-antecedent agreement, perfect and progressive tense, active vs. passive voice, comparison of adverbs, conjunctions and their use, subject-verb agreement, parallel structure, characteristics of paragraph, dialogue in narration, use of comma with a positive, use of colon to introduce a list of items, use of hyphen in two-word adjective and with prefixes and suffixes, and use of capitals in proper nouns and poetry. A glossary of terms concludes the workbook. (ERB)

ED 254 063 FL 014 685

Voght, Geoffrey M., Ed.
Proceedings of the EMU Conference on Foreign Languages for Business and the Professions (Dearborn, Michigan, April 5-7, 1984). Part VII: German for Business and the Professions.

PUB DATE- Apr 84
NOTE- 89p.; For related documents, see FL 014 679-686.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Advertising; *Business Administration Education; College Second Language Programs; Course Descriptions; Economics Education; Educational Objectives; *German; *Instructional Materials; *International Trade; Job Search Methods; *Languages for Special Purposes; *Media Selection; Program Descriptions; Science Education; Second Language Instruction

Part VII of the proceedings contains five presentations. They are: "German for the Professions: Specialized German for Engineering and the Sciences" (Hannelore Lehr); "German for Business and Economics: A Three-Level Program at Georgetown University" (Barbara Z. Harding); "German for Business and Economics: Criteria for Selection of Specialized Texts and Materials, and for Program Development" (Barbara Z. Harding); "Using Job Advertisements in Teaching Business German" (Joseph F. Hickey); and "Objectives, Methods, Texts and Materials for Teaching Business German" (Doris F. Merrifield). (MSE)

Giauque, Gerald S.
Socrates in the First Year Foreign Language Classroom--or--When Are "Why" Questions Appropriate?
PUB DATE- 85
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; *Classroom Techniques; *Inquiry; *Introductory Courses; Logical Thinking; *Second Language Instruction; *Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Socratic Method

It is suggested that the foreign language teacher's role is not to answer questions about the logic of the language but to persuade students to use it. A response of a friendly "Because!," without apology, and sometimes with a comment about the occasional lack of logic or consistency in English grammar or constructions, is recommended. It is noted that the central issue of language learning is not understanding the "logic" of the language but accepting and producing the language, and that students can be guided into asking more useful questions about techniques for retaining information. When the students are more skillful, the teacher can ask "why" questions, with the result that the students will either realize how unproductive the questions are or produce very good answers. (MSE)

ED 254 107 FL 014 911

Parry, Thomas S.; Meredith, R. Alan
Videotape vs. Audiotape for Listening Comprehension Tests: An Experiment.
PUB DATE- 84
NOTE- 8p.; In: Snyder, Barbara, Ed. Look Out World, Here We Come! See FL 014 904.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- *Audiotape Recordings; College Second Language Programs; Comparative Analysis; *Dialogs (Language); Higher Education; *Language Tests; *Listening Comprehension; *Second Language Instruction; Spanish; *Videotape Recordings

A study to determine whether college students in first-, second-, and third-year Spanish courses who saw and heard dialogs between native speakers would score significantly higher on a listening comprehension test than those who only heard the dialogs had as its subjects 178 students randomly divided into two treatment groups. Twenty-seven dialogs, each containing items of varying degrees of difficulty and each less than one minute long, were videotaped for one group and the soundtrack was dubbed onto audiotape for the other group. The comprehension test consisted of 60 multiple-choice completion items in English. The statistically analyzed results indicated that students in the first- and second-year courses who saw the videotapes performed significantly better than those hearing the audio portion only. It is theorized that this occurred because the videotape provided more stimuli contributing to redundancy. Followup interviews indicated that students seeing the videotape may have had more interest and greater motivation to pay attention than those hearing the sound only. The test's ability to discriminate was about equal for audio- and videotapes, but teachers are cautioned to use discrimination indices only when using tests to rank students rather than when assessing progress. It is also suggested that if students do understand more of the videotaped version, they will feel greater success and incentive for developing their language skills. (MSE)

ED 254 121 HE 017 945

Financial Report of Ontario Universities, 1983-84. Volume III, Physical Plant Operating Expenses.

Council of Ontario Universities, Toronto. Research Div.

REPORT NO.- ISBN-0-88799-192-0
PUB DATE- Nov 84
NOTE- 38p.; For related documents, see HE 017 943-944.
AVAILABLE FROM- Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4, Canada.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Building Operation; *Campuses; *College Buildings; Educational Finance; Foreign Countries; Higher Education; *Operating Expenses; State Universities
IDENTIFIERS- Canada; *Ontario; *Public Colleges

Physical plant costs charged to the operating fund of the provincially assisted universities of Ontario for fiscal year 1983 are presented. Attention is directed to physical plant costs that are incurred in relation to the basic academic and academic-support activities of each university. Statistical data are presented on the following: physical plant operating expenses by function and object of expense, plant operating expenses by function and institution, plant operating expenses by institution and object of expense, percentage of total physical plant operating expenses by function and object of expense, percentage of plant operating expenses by object of expense by function, percentage of plant operating expenses by function by institution, percentage of plant operating expenses by object of expense by institution, breakdown of utilities and other physical plant operating expenses by institution, gross square feet and utilities rates by institution, and unit costs of physical plant operating expenses by institution. Guidelines and definitions are presented that were accepted by the Ontario Association of Physical Plant and Planning Administrators and the Committee of Finance Officers--Universities of Ontario. (SW)

Price, Charles Alden; Stephens, Ruth Ann
The Uses of Microcomputers in the Public Schools within the East Texas School Study Council.
East Texas School Study Council, Commerce.
PUB DATE- May 84
NOTE- 32p.; Document contains small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Role; *Computer Literacy; *Computer Software; Financial Support; *Microcomputers; Needs Assessment; *School Personnel; School Surveys; *Staff Development; Teacher Education; Use Studies
IDENTIFIERS- Computer Uses in Education; *Texas

This description of microcomputer use in schools within the East Texas School Study Council (ETSSC), a professional organization of 80 school districts, is based on 279 responses (66%) to a survey of 422 elementary and secondary school principals. Topics addressed include hardware and software available for educational use, microcomputing applications in education, the role of administrators in integrating microcomputers into schools, computer literacy of school personnel, and training necessary for school personnel. Separate tables display responses for each survey questionnaire item. Findings reported indicate that microcomputers, peripheral equipment, and software are available in all student enrollment ranges and school levels; the personnel in schools with microcomputers apparently consider microcomputers a long-term investment; microcomputer software is usually selected by the teacher or by the teacher and the principal; most principals do not use a microcomputer; school personnel use microcomputers for varied purposes; and microcomputers are used in a variety of instructional programs. A 38-item reference list and recommendations for both practitioners and researchers are included. (LMM)

ED 254 220 IR 011 539

Kollmeier, Harold H.; Staudt, Kathleen Henderson

Composition Students On-Line: Database Searching in the Undergraduate Research Paper Course. Microcomputing Working Paper Series 94-F2.

Drexel Univ., Philadelphia, PA. Microcomputing Program.
REPORT NO.- MWPS-84-F2
PUB DATE- Jun 84
NOTE- 17p.
AVAILABLE FROM- Working Paper Series, Microcomputing Program, Office of the Vice President for Academic Affairs, Drexel University, 32nd and Chestnut Streets, Philadelphia, PA 19104.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College English; College Freshmen; *Databases; Higher Education; Humanities; Microcomputers; *Online Searching; *Research Papers (Students); Research Skills; *Research Tools; *Search Strategies; Student Research; *Writing Instruction
IDENTIFIERS- Drexel University PA; Freshman Composition

A freshman humanities course in reading and research was used by three English instructors to investigate the appropriateness of having students use an online database as a research tool. The results show that the acquisition of basic online database search skills is not qualitatively different from that of more traditional research skills. Learning the use of a database can also teach students to think more clearly about narrowing and refining their research topics and to see their subjects in relation to broader and more varied scholarly contexts. Student responses were varied, and several students said that database searching was their first computer experience. The most important pedagogical finding and the source of most positive reactions was that searching provides an efficient way, through the conference at the terminal, for teachers to watch students progress in the development and refining process. Most negative reactions resulted directly from the unavailability of databases in specific subject areas, particularly in the humanities. Expansion of the project with full university support is planned. Six reference notes are included. (LMM)

Jacobs, James A.; Baber, Carolyn D.
Report of the Ad Hoc User Instruction Committee, Texas Tech University Library. Final Revision.
Texas Tech Univ., Lubbock.
PUB DATE- Aug 84
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Libraries; *College Students; Higher Education; *Library Instruction; *Library Materials; *Library Planning; Library Research; Library Role; Library Surveys; Orientation Materials; *Research Utilization; Use Studies
IDENTIFIERS- *Texas Tech University

The results of three surveys conducted in 1983--one of Texas Tech University students, one of the library staff, and one of faculty members--indicated that all three populations surveyed agreed that the library should provide bibliographic instruction for students. Preliminary profiles of user needs were developed on the basis of responses to the surveys, and the ad hoc committee concluded that these needs could best be met through a carefully planned, active program of user instruction provided by the library and coordinated by one person. The first section of this report explains and elaborates on this conclusion in four parts: (1) need for user instruction; (2) program of user instruction; (3) approaches to user instruction (including library orientation and instruction and bibliographic instruction); and (4) commitment to user instruction. The second section lists 26 recommendations for action divided into the following categories: structure and administration of user instruction, approaches to user instruction, a library use honors course, and evaluation and follow-up of this report. In addition to other supporting materials, appendices include an overview of the work of the committee, a list of sub-groups, and the questionnaires and analyses of the three surveys. (THC)

ED 254 277 JC 850 081

Fall 1984 Salary Survey Report for the Illinois Public Community Colleges.
Illinois Community Coll. Board, Springfield.
PUB DATE- Feb 85
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Administrators; *College Faculty; *Community Colleges; *Fringe Benefits; *Salaries; School Personnel; State Surveys; *Teacher Salaries; Two Year Colleges
IDENTIFIERS- *Illinois

Information on 1984 salaries and benefits for faculty, staff, and administrators in the Illinois public community colleges is provided in this report. After introductory material provides a summary overview of the report, information is presented on fiscal year (FY) 1985 contractual base salaries for full-time faculty; FY84 full-time faculty salaries; FY85 part-time faculty salaries and full-time faculty overload and summer rates; salary schedules for full-time faculty with a master's degree; institutional policies related to faculty salaries and contracts; FY85 contractual base salaries for administrators and other professional staff; FY85 monthly classified staff salaries; fringe benefits; and salary and benefit increases. Highlighted findings include the following: (1) the average FY85 contractual base salary for faculty with 9-month contracts was $29,309, and for faculty with 12-month contracts was $25,418; (2) part-time faculty salary rates averaged $277 per course semester hour; (3) the average FY85 contractual base salary paid to other professional staff with 9-month contracts was $29,309; (4) the average administrative staff contractual salary for FY85 was $34,516; (5) the cost of fringe benefits in FY84 for full-time faculty averaged $3,457. (HB)

ED 254 333 PS 014 954

Kamii, Constance
Can There Be Excellence in Education without Knowledge of Child Development?
PUB DATE- Feb 85
NOTE- 14p.; Paper presented at the Annual Conference of the Chicago Association for the Education of Young Children (Chicago, IL, February 8-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Comparative Analysis; *Developmental Psychology; Early Childhood Education; Educational Change; *Educational Needs; *Educational Practices; Language Acquisition; Learning Theories; Mathematics Instruction; Psychometrics; *Young Children
IDENTIFIERS- *Behavioral Psychology; *Constructivism; Piagetian Theory

Developmentalists are convinced that within each young child a process of unfolding occurs to regulate learning in ways that make worksheets and the "force-feeding" of isolated skills inappropriate. Still, worksheets are enormously popular in early education, and math education assumes that number is learned through internalization. Why do such antiquated educational practices and assumptions remain popular? Although several factors contribute to neglect of the developmental perspective, early childhood educators can contribute significantly to improving the situation by precisely and scientifically criticizing inadequate educational practices and by advancing scientifically based alternatives. Piagetian theory can aid such efforts because Piagetian research demonstrates a constructivist principle according to which each child builds his or her own knowledge from the inside, through mental activity and in interaction with the environment. Investigations illuminating children's construction of knowledge of language and arithmetic have been made; such studies reveal inadequacies of the common sense approach to education. For example, many children who can write "8" next to a picture of eight ice-cream cones continue to believe that eight chips spread out are more than eight chips pushed close together. From an historical perspective, educators' acceptance of practices based on behaviorism, associationism, and psychometric tests constitutes educational progress. However, such approaches deal with surface phenomena and provide common sense explanations. Piagetian theory goes beyond to encompass behaviorism. (RH)

ED 254 402 SE 045 414

Weiss, Iris R.
Development and Evaluation of the Science Careers Program. Final
Report.
Research Triangle Inst., Durham, NC. Center for Educational Studies.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- RTI/2241/00-01FR
PUB DATE- 27 Jan 84
NOTE- 26p.
GRANT- NSF-SED-8114640
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Career Exploration; *Class Activities; Elementary School Science; *Engineering; Females; Intermediate Grades; Junior High Schools; *Material Development; Minority Groups; Program Development; *Program Evaluation; Resource Materials; *Science Careers; Science Education; *Secondary School Science
IDENTIFIERS- National Science Foundation

This report discusses the development of the Science Careers Program (SCP), describes the final product, presents the results of an evaluation study of the program, and discusses plans for dissemination. SCP is aimed at increasing the career relevance of science education for all students in grades 4-9, while at the same time particularly encouraging female and minority students to consider careers in science and engineering. Materials developed for classroom use include a series of posters of "typical" scientists, a number of transparencies, and a series of student activities, worksheets, and puzzles. Additional resource materials developed for the teacher include a "dictionary" of science and engineering fields, an annotated bibliography of science careers materials, a compendium of information about famous women and minority scientists, and data about the current status of women and minorities in the labor force. The program (tried out in several hundred classrooms during the 1982-83 school year) was extremely well received by the participating teachers in terms of their ratings of the 12 classroom activities and the effectiveness of the program's in-service component. In addition, the posters of scientists were used effectively with junior high school, senior high school, and college students. (JN)

ED 254 430 SE 045 458

Wolfe, Lila F.
Teaching Science to Gifted Children: The Model and the Message
SPONS. AGENCY- McGill Univ., Montreal (Quebec).
PUB DATE- Apr 85
NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (58th, French Lick Springs, IN, April 15-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS *Elementary School Science; Foreign Countries; *Gifted; *Inquiry; Primary Education; Science Education; *Science Instruction; *Skill Development; *Talent Development

This paper is concerned with the kind of messages about science conveyed to 23 young gifted children enrolled at the McGill Summer School for Gifted and Talented Children in Montreal while utilizing a particular teaching model. Five science lessons were analyzed by applying a newly developed scheme to classroom interactions. The scheme helps to identify three views of science, i.e., the two polar views of sensationalism and formalism, and a rational, balanced via media view. The pedagogy in this gifted class involved the application of the Calvin Taylor Multiple Talent Approach--a teaching model which focuses on developing six talent areas to enhance the inquiry skills of gifted/talented students. The talent areas include creativity and decision-making talents, planning and forecasting talents, communication talent, and thinking ability. Recognizing that gifted children have more general knowledge and varied experiences than students not so identified, it was hypothesized that applying the Taylor model would facilitate children's acquisition of a via media view of science; this was not borne out. Analysis revealed that only two of the six inquiry skills were being developed during lessons, and in such a way as to convey a sensationalist view of science more often than a via media view. These results have important implications in developing science curricula for and teaching science to gifted children. (JN)

Assessment of Alternative Student Aid Delivery Systems. The General Assessment Model.

Advanced Technology, Inc., Reston, VA.

SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.

PUB DATE- Mar 83

NOTE- 342p.; For related documents, see HE 018 112-135 and HE 018 137-140.

CONTRACT- 300-80-0952

LANGUAGE- English

EDRS Price - MF01/PC14 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Delivery Systems; Eligibility; *Evaluation Methods; *Federal Aid; Financial Aid Applicants; Financial Support; Grants; Higher Education; *Models; Need Analysis (Student Financial Aid); Program Administration; Program Evaluation; Resource Allocation; *Student Financial Aid; Student Loan Programs

IDENTIFIERS- *Guaranteed Student Loan Program; *Pell Grant Program

An evaluation model for the student aid delivery system is described, and extensive tables that make up the model are presented. The model can be used to evaluate the effects of specific activities and subsystems of the delivery system for major participants, as well as to estimate the likely effects of activity changes. A conceptual model for student aid delivery system assessment is included that considers environmental and political factors, program features, the current system and options, and program outcomes. Specific effects are listed for the following participants/actors: applicants/families, institutions, states (guarantee agencies), lenders (note owners), federal government, and other student aid organizations. A list of over 200 intervening variables included in the general assessment covers human factors, data, time/changes, finance, technology, decisions and policies, and integration/similarities. For the Pell Grant program, Guaranteed Student Loan Program, and campus-based aid, intervening variables and effects are outlined for subsystems of the delivery system, including pre-application, application, student eligibility determination, student benefit calculation, fund disbursement, and account reconciliation. (SW)

ED 254 163 HE 018 128

The Institutional Quality Control Handbook. Winter 1984.
Office of Student Financial Assistance (ED), Washington, DC.

PUB DATE- 84
NOTE- 153p.; For related documents, see HE 018 112-135 and HE 018 137-140.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; Administrator Guides; Administrators; College Students; Data Collection; Evaluation Methods; *Federal Aid; *Financial Aid Applicants; Higher Education; Management Information Systems; Program Evaluation; Program Implementation; *Quality Control; *Student Financial Aid
IDENTIFIERS- *Office of Student Financial Assistance

A manual of quality control (QC) techniques is presented for financial aid and fiscal administrators. Steps for establishing, designing, implementing, and evaluating a QC program are outlined including the following: obtaining institutional commitments; developing the QC team; determining priorities for development; determining functions to be monitored; developing QC measures and standards; developing procedures for data collection; integrating standards and measures; determining output requirements; designing incentives to maximize program quality; identifying procedures for documentation; testing; communicating QC concepts to all parties; training the participants in the process; beginning the data collection, analysis, and monitoring activities; taking corrective actions; determining if the system is providing information needed to monitor QC; defining changes to data collection; revising the design of the system; and implementing program changes. Appendices include a 32-item annotated bibliography and reference materials on sampling techniques and specialized QC techniques for computerized systems. QC checklists and a sample QC plan for five federal student aid programs are included, along with flow charts on the delivery process for Pell grants, Guaranteed Student Loans, and campus-based aid. (SW)

ED 254 177 HE 018 154

Chandler, John R., Jr.
The Development Officer Becomes a Professional.
PUB DATE- 24 Apr 84
NOTE- 8p.; Paper presented at the Annual Meeting of the National Catholic Educational Association (81st, Boston, MA, April 23-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Fund Raising; Higher Education; *Institutional Advancement; Organizational Communication; *Professional Development; *Public Relations; Teamwork

The responsibilities and skills of college development officers are discussed. The need for development officers has stemmed from financial problems that could only be solved through additional sources of revenue. In addition to understanding the concept and function of institutional development, the development officer must recognize that development is not simply fund-raising, but includes alumni relations, public relations, publications, and management. The persons responsible for development should be part of the institution's inner council and kept informed daily of institutional happenings. Combining development work with other functions, such as teaching, counseling, or coaching, is important to the perception that the development officer is really part of the institution. Success of the development officer depends upon skills in management and planning, sales and marketing, communication, and educative and research roles. Also important for this professional are leadership, energy, patience, and gratitude. Since development is primarily a team concept, following set communication channels is essential. Professional improvement is encouraged and involves attendance at local, district and national conferences to share ideas with other professional development officers, and participation in professional organizations. (SW)

ED 254 263 JC 850 056

Kovach, Brian
Music Ensemble: Course Proposal.
Philadelphia Community Coll., Pa.
PUB DATE- 83
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; *Course Content; Course Descriptions; *Course Objectives; *Music Education; *Music Techniques; Two Year Colleges
IDENTIFIERS- *Music Ensembles

A proposal is presented for a Music Ensemble course to be offered at the Community College of Philadelphia for music students who have had previous vocal or instrumental training. A standardized course proposal cover form is followed by a statement of purpose for the course, a list of major course goals, a course outline, and a bibliography. Next, five course-level objectives (CLO) are presented, along with criteria of acceptable performance and intermediate performance objectives. According to the CLO's, the student will: (1) perform an assigned melodic part maintaining proper pitches, pulses, dynamic changes, phrase structures, articulations, tempos, and tempo changes; (2) perform assigned melodic parts in conjunction with other members of a group evidencing the skills listed above; (3) perform with the entire ensemble a rehearsed movement of an entire composition under the guidance of a conductor directing upbeats, downbeats, forte dynamic levels, piano dynamic levels, crescendos, diminuendos, accelerandos, and ritardandos; (4) learn cohesive techniques to achieve smooth performances without a conductor; and (5) perform constructs for an annual recital selecting compositions for various groups of performers, composing and editing a written program for the performance, electing specific dates, preparing auditorium schedules, distributing public relations materials, and distinguishing and identifying proper decorum for a successful presentation. (HB)

ED 254 347 PS 014 977

Honig, Alice S.; Gardner, Cathy

Overwhelmed Mothers of Toddlers in Immigrant Families: Stress Factors.

PUB DATE- Apr 85
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Family Environment; Family Life; *Family Relationship; Foreign Countries; Health Conditions; *Immigrants; *Low Income; Mothers; *Predictor Variables; Social Behavior; *Stress Variables; Toddlers
IDENTIFIERS- France (Paris); Muslims; *North Africans

Researchers have pointed out that the effects of generic stressors such as poverty may be mediated through other stressors in the microsystem of parent-child relationships or personal characteristics of family members. Specific, potential mediating stressors were sought in this study involving 191 low income Moslem families who had immigrated from North Africa and who had lived and worked for at least 2 years in Paris, France. Data were obtained from developmental assessments of 24-month-old children and parent interview records. Screening records provided information about medical conditions, family characteristics, and the demographics of family life. Records also provided evidence of any behavior problems in children and indicated whether the mother, father, or both reported feeling overwhelmed by their life circumstances. With the available data, a comparison was made of 36 overwhelmed immigrant mothers and 155 non-overwhelmed immigrant mothers. Items in four domains of potential stressors were predicted to differentiate between the two groups: ecological stressors, medical or health stressors, parental personal and interpersonal stressors, and child problems and difficulties. Ecological and medical stressors did not markedly differentiate the two groups. Parental or family interaction and child social behavior stressors did differentiate the groups, and did so strikingly. Interventions at the microsystemic level with poor immigrant families were recommended. (RH)

ED 254 387 RC 015 213

Survey of Political Participation, Employment and Demographic Characteristics of Eleven Counties in Southern New Mexico. Volume I.

New Mexico State Advisory Committee to the U.S. Commission on Civil Rights, Santa Fe.

SPONS. AGENCY- Commission on Civil Rights, Washington, D.C.

PUB DATE- Nov 83

NOTE- 206p.; For related document, see RC 015 214.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- City Government; *Economic Factors; *Educational Trends; Elementary Secondary Education; Employment Patterns; Enrollment Trends; Ethnicity; *Government (Administrative Body); Income; Labor Force; Local Government; *Politics; Population Growth; *Population Trends; Poverty; Public Officials; Racial Composition; *School Demography, School Districts; Sex Differences; Tables (Data)

IDENTIFIERS- *New Mexico (South); Politicians

The report briefly outlines the population characteristics, public employment and political representation status of the Chaves, Curry, Eddy, Lea, and Roosevelt counties in southern New Mexico for a 10-year period. The three sections of each profile focus on the county government, largest city in that county, and school district encompassing that municipality. Information in each profile includes: demographic data for 1970 and 1980 describing the composition of the population, its income and poverty status, and changes in population base over a 10-period; compos.tion of elected state, county, and city officials by race, ethnicity, and sex for the years from 1969 to 1983; county and city governments' work force by race, ethnicity, sex, and job classification as of 1982; enrollment data for the largest district in the county by race and ethnicity for selected school years from the 1968-69 to the 1983-84 school terms; composition of the district's school board by race, ethnicity, and sex for 1973 to 1983; and the district's work force by race, ethnicity, sex, and job classification as of the 1982-83 school year. A section describing the geographical scope, data sources, and methodologies used to compile and analyze the data concludes the report. (NQA)

ED 254 416 SE 045 433

Spickler, Theodore R.

Improving Reasoning through Enhancement of Physical Intuition.

PUB DATE- Jan 85
NOTE- 11p.; Paper presented at the American Association of Physics Teachers/American Physical Society Winter Meeting (1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comprehension; Concept Formation; Higher Education; *Intuition; *Physics; *Problem Solving; Science Education; Scientific Concepts
IDENTIFIERS- Misconceptions; Science Education Research

The strength of intuitive knowledge is illustrated by the difficulty that individuals have in trying to restructure student misconceptions. In order to harness this power, intuition must be developed within the context of each new concept to be taught. An experiment with one possible approach to this instructional problem is described and evaluated. Fifty-nine elementary education majors were evenly divided into treatment and control groups. The treatment students received laboratory experiences of a sensory feeling nature to stimulate development of intuitive understanding of basic concepts in physics. Post-test items were divided into three levels of complexity roughly following Blooms Taxonomy. Results of these tests were subjected to analysis of covariance and significant improvement in reasoning at the "comprehension" level of Blooms Taxonomy was discovered. (Author)

ED 254 444 SO 016 242

Klubock, Dorothy, Ed.; And Others
Taking Part: An Elementary Curriculum in the Participation Series.
Educators for Social Responsibility, Cambridge, MA.
SPONS. AGENCY- Deer Creek Foundation, St. Louis, MO.
PUB DATE- Sep 84
NOTE- 63p.; A project of the Boston area chapter of Educators for Social Responsibility. For other documents in the series, see SO 016 240-243.
AVAILABLE FROM- Educators for Social Responsibility, 23 Garden St., Cambridge, MA 02138 ($7.50, plus $2.50 postage and handling; 15% discount for 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; Citizenship Education; Decision Making; *Elections; Elementary Education; Learning Activities; Politics; Simulation; Social Action; *Social Responsibility; Social Studies; *Student Participation; Teacher Developed Materials; Units of Study; Voting
IDENTIFIERS- Environmental Problems

One of a series of teacher-developed curriculum guides intended to encourage active student participation and involvement in important social issues, this elementary level guide provides children with an age-appropriate understanding of the process of political elections. Students are encouraged to become aware of what is happening around them during the months leading up to an election. Helping children see that individuals can make a difference by participating in the political process enables them to envision their own future roles as citizens in a democratic society. "Empowerment," a key concept throughout the guide, is the focus of chapter I, which explores ways in which children experience their own and other's participation in the world. Chapter II looks at learning activities and classroom structures that give children the direct experience of responsible participation in their everyday world. Chapter III examines a number of models for group decision-making and provides opportunities for students to try out each of them. Chapter IV presents activities to help children understand and participate, in developmentally appropriate ways, in the events taking place around them during an election. The final chapter focuses on issues and areas where children's efforts can contribute to making the world around them a better place. (LH)

ED 254 445 SO 016 243

Schultz, John; Taft-Morales, Hugh
Elections: Secondary Teaching Activities in the Participation Series.
Educators for Social Responsibility, Cambridge, MA.
SPONS. AGENCY- Deer Creek Foundation, St. Louis, MO.
PUB DATE- Sep 84
NOTE- 73p.; A project of the Boston area chapter of Educators for Social Responsibility. For other documents in the series, see SO 016 240-242.
AVAILABLE FROM- Educators for Social Responsibility, 23 Garden St., Cambridge, MA 02138 ($7.50, plus $2.50 postage and handling; 15% discount for 10 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; *Citizenship Education; Debate; *Elections; English Curriculum; Interdisciplinary Approach; Learning Activities; Mass Media Effects; Political Issues; Politics; Role Playing; Secondary Education; Simulation; Social Action; *Social Responsibility; Social Studies; Teacher Developed Materials; Units of Study; *Voting
IDENTIFIERS- Political Campaigns; Political Candidates

One of a series of teacher-developed curriculum guides designed to encourage student participation and involvement in important social issues, this secondary level guide helps 7th through 12th grade English and social studies educators teach about the election process. An introductory section suggests practical considerations, means of enlisting support, and tips for using role-playing, simulation, and debate in the classroom. Suggestions for a brainstorming activity and three writing activities are presented in the first two sections. The next section emphasizes the role of voting in our society. By focusing on the two-party system, the nominating process, the role of the electoral college, campaign financing, and the language of politics, activities in the fourth section help students understand the U.S. system of representative government. A fifth section deals with issue selection, outside speakers, methodological belief, political demography, the gender gap, and political candidates. Next, students examine influences of the media by analyzing campaign ads, discussing ways that politicians use photo opportunities, and considering the media's influence on election outcomes. The seventh section presents role-playing activities including mock campaign strategy sessions, a mock press conference, and a political debate. The final sections present election and post-election activities. Appendices include a list of Congressional districts in which League of Women Voter debates were held during the fall of 1984, a list of press release guidelines, suggested election issues for students, and a reading on the language of politics. (LH)

ED 254 459 SO 016 257

Kakar, Sudhir
Psychotherapy and Culture: Healing in the Indian Tradition.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 15 Feb 84
NOTE- 27p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Case Studies; Comparative Analysis; Cross Cultural Studies; *Cultural Context; Ethnography; Foreign Countries; *Mental Disorders; Non Western Civilization; Parent Child Relationship; Psychology; *Psychotherapy; Sex Role; *Sociocultural Patterns; Western Civilization
IDENTIFIERS- *Hinduism; *India

The study of various Indian traditions for the healing of emotional disorders has clarified two issues: the universality of human concerns that underlie emotional illness and the relativity of all psychotherapeutic endeavors, Eastern and Western. It is increasingly evident that Indian patients--whether Hindu, Muslim, or tribal--are engaged in the same struggles as their counterparts elsewhere in the world as they attempt to find a balance between the rewards and pressures of an external world and the desires and fantasies of an internal world haunted by sexual and aggressive wishes, envy, and reproachful voices from the past. In the West, these concerns are more likely to be expressed in scientific abstractions and analytic truths of psychological systems that testify to the continuing hold of the philosophy of the Enlightenment. In India, these concerns are expressed more in the language of religious experience, myths, and poetical images. A case study of one disturbed young Indian women and the traditional course of Indian healing she embarked on is used to illustrate the similarities and differences between Indian and Western conceptions of the individual and of mental disturbance. (IS)

ED 254 473 SO 016 271

Brown, William R.
An Assessment of Teaching Applied Sociology.
PUB DATE- 31 Aug 84
NOTE- 9p.; Paper presented at the Annual Meeting of the American Sociological Association (79th, San Antonio, TX, August 27-31, 1984). Tables contain small print that may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Basic Skills; Career Planning; *Careers; *Educational Needs; Educational Research; Employment Qualifications; Higher Education; *Minimum Competencies; Skill Development; *Sociology; Student Characteristics
IDENTIFIERS- *Applied Sociology

Specific competencies that practicing sociologists and sociologists in academic settings believe are most needed to prepare students for non-academic careers were identified. A total of 504 questionnaires were sent randomly to members of 5 sub-groups of non-academic and academic sociologists. The response rate was 65.8 percent (315 usable returns). Participants were given a list of specific functional competencies and personal attributes and asked to indicate the relative need of each competency area. In this report the ratings from the respondents are ranked by the mean scores for each competency. Responses to open-ended questions also included in the questionnaire are summarized. Among the most needed competencies are the ability to clearly conceptualize realistic problems and the ability to communicate effectively in work situations. Skills in writing manuals and reports were also identified as important. The personal attributes considered most important include the ability to write concisely, competency in organizing thoughts and information, and effective listening skills. In their open-ended comments, sociologists expressed the need for more experiential student opportunities, for better communication skills, and for some knowledge of other disciplines. (RM)

ED 254 486 SO 016 324

Australian Family Research Conference Proceedings (Canberra, Australia, November 23-25, 1983). Volume IV: Policies and Families.
Institute of Family Studies, Melbourne (Australia).
PUB DATE- Mar 84
NOTE- 412p.; For other volumes in the series, see SO 016 321-327. Document contains small print.
AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth St., Melbourne, Victoria, Australia 3000 ($8.00 each; $50 for seven volumes).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Comparative Analysis; Day Care; Decision Making; *Educational Policy; Elementary Secondary Education; Ethnicity; *Family (Sociological Unit); *Family Life; Family Problems; Family Relationship; Family School Relationship; Foreign Countries; Housing; Immigrants; Language; Non English Speaking; One Parent Family; Parent Role; *Public Policy; School Choice; Social Influences; Social Science Research
IDENTIFIERS- *Australia; *Australian Family Research Conference; Social Security; Sweden

Fourth in a series of volumes containing the proceedings of the 1983 Australian Family Research Conference, this publication deals with policies and families in Australia. Papers and authors included are: "Improving Social Security Programs: Some Options and Barriers" (Andrew Burbidge), "Single Parent Families and Social Policies: Australia and Sweden: A Comparative Study" (Bettina Cass and Mary Ann O'Loughlin), "Child Care from a Consumer Perspective: The Experience of 156 Sydney Families" (Tania Sweeney, Frances Staden, and Adam Jamrozik), "Implications of Language Use and Language Policy for Members of Non-English Speaking Families in Australia" (M. Rado, L. Foster, and R. Lewis), "Negotiating an Ethnic Identity: The Survivor's Viewpoint" (Jim Harvey), "Families, Schooling and Work in the Latrobe Valley" (Terry Evans and Daryl Nation), "Parents' Choice of School in the ACT" (Caroline Coombs, Janet Hunt, and Dennis Strand), "Policies for Families?" (Frank Maas), "Family Policy (Beyond the Definitional Dilemma--An Integrated Approach)" (Patrick O'Flaherty), "Dependency--A Challenge for Family Policy" (Peggy G. Koopman-Boyden), "The Impact of Housing Costs on Families" (Andrew Burbidge), and "Living and Learning: Rapid Community Growth and Its Consequences in Newcastle, NSW" (Aub Everett and Ross Telfer). (RM)

ED 254 500 SP 025 754

Moraga, Gebre Yohannes
Evaluation of 1982 Summer In-Service Secondary School Teacher Education Programmes in Ethiopia. African Studies in Curriculum Development and Evaluation. No. 131.
African Curriculum Organisation.
SPONS. AGENCY- German Agency for Technical Co-Operation, Nairobi (Kenya).; Kenya Inst. of Education, Nairobi.; Nairobi Univ. (Kenya).
PUB DATE- 83
NOTE- 58p.; Requirement for the Postgraduate Diploma in Systematic Curriculum Development, University of Nairobi. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Developing Nations; Foreign Countries; *Inservice Teacher Education; *Program Administration; *Program Effectiveness; *Program Evaluation; Secondary Education; *Secondary School Teachers; Summer Programs; Teacher Education Programs; Teacher Qualifications; Teacher Supply and Demand
IDENTIFIERS- *Ethiopia

An evaluation is presented of summer inservice secondary school teacher education programs given at five colleges of Addis Ababa University in 1982. A survey was conducted focusing on how academic and administrative affairs were operated. The first chapter of this report provides a statement of the problem, identifying the background history of teacher education in Ethiopia, the problems of the training and supply of secondary school teachers, and required teachers' qualifications, as well as the purpose of the study and its significance. Chapter two deals with the design of the study, sources of data collection, and the administration of data collecting instruments. An analysis of data resulting from the study is presented in the third chapter. The final chapter gives conclusions and recommendations. A copy of the questionnaire and a bibliography are included. (JD)

ED 254 516 SP 025 925

Goodman, Jesse
Making Early Field Experience Meaningful: An Alternative Approach.
PUB DATE- 85
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; *Field Experience Programs; Higher Education; *Preservice Teacher Education; *Program Content; *Program Development; Program Effectiveness; Research Utilization; Teacher Education Programs
IDENTIFIERS- *Early Field Experience
Critics of Early Field Experience (EFE) for preservice teachers have cited a need for shifting focus away from logistical questions (e.g., quantity of time spent in the field, legal questions, administrative schedules) and toward promoting a critically meaningful educational experience for preservice teachers. This paper describes an EFE at Washburn University, Topeka, Kansas, that promotes three critical goals: (1) the empowerment of teachers as curriculum developers; (2) the rejection of technocratic approaches to curriculum design and the creation of viable alternatives; and (3) the encouragement of reflective thinking as an integrative aspect of teaching. Prior to this description, a critique of traditional field experiences is developed to provide a context from which Washburn's program can be discussed. The program's description includes the components and the significant characteristics that reflect its critical nature. Students' evaluation of the program are used to illustrate the program's potential benefits for future teachers. (Author/JD)

ED 254 531 TM 840 795

Farland, Dale S.; Gullickson, Arlen R.
Cooperative Test-taking.
PUB DATE- 6 Oct 84
NOTE- 17p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; College Seniors; *Cooperation; *Grouping (Instructional Purposes); Higher Education; Learning Strategies; Scores; *Student Attitudes; Student Evaluation; Test Format; *Testing; Test Wiseness
IDENTIFIERS- *Cooperative Test Taking

The effect of cooperative test-taking (CT) on the achievement and attitudes of college seniors was investigated. The students (n=46) were randomly assigned to one of two sections of a course in measurement. They worked on projects in randomly assigned groups of four or five students. One section took frequent cooperative quizzes, while the other took quizzes individually. Results indicated quiz scores were more homogeneous within the cooperative groups, and generally higher for the CT section. There was no significant difference between sections on the two regular examinations. Attitudes toward CT and beliefs about its fairness were more positive for students from the CT section. Students in this section were more likely to believe that their study groups influenced how much they learned and how well they did on quizzes. Using CT as one part of a student's evaluation may have positive benefits while yielding equal levels of achievement. Cooperative test-taking was interpreted by students as a learning opportunity, as well as an evaluation tool. Students in the CT section were tested individually on examinations as part of the total evaluation. (Author/DWH)

Educational Evaluation and Assessment in the United States. Position Paper and Recommendations for Action.

Council of Chief State School Officers, Washington, D.C.

PUB DATE- 13 Nov 84
NOTE- 13p.; Paper presented at the Annual Meeting of the Council of Chief State School Officers (Wilmington, DE, November 13, 1984).
AVAILABLE FROM- Council of Chief State School Officers, 400 North Capitol Street, Suite 379, Washington, DC 20001.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Role; Data Collection; Decision Making; *Educational Assessment; *Educational Improvement; Elementary Secondary Education; *Evaluation Needs; Government Role; Information Needs; Policy Formation; *Public Agencies
IDENTIFIERS- Council of Chief State School Officers; Department of Education; Educational Indicators; *Evaluation Problems

The lack of high quality data to describe and monitor U.S. educational systems hampers reform decisions and will impair reform evaluation. This paper sets forth the Council of Chief State School Officers' (CCSSO) recommendations for the Council and federal, state, and local education agencies to help improve the quality of educational indicators. The CCSSO will assume a national leadership role in the formulation and coordination of educational assessment policies. Recommendations to the U.S. Department of Education include: (1) integrating evaluation project reports; (2) revising the "State Education Statistics" (popularly known as Secretary Bell's "Wall Chart"); (3) providing financial aids for state assessment programs; and (4) continuing joint federal/state/local planning. It is recommended that each state: (1) develop a systematic approach to monitoring education in relationship to state goals and context; (2) establish high standards for its collection and presentation of outcome indicators; and (3) work with other states to establish a core set of indicators for across-state comparisons. (BS)

ED 254 562 TM 850 177

Hansen, Joe B.

Changes in Evaluation Practice and Policy under Compensatory Education.

PUB DATE- Mar 85

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Compensatory Education; Data Analysis; Educational Assessment; *Education Service Centers; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Federal Programs; Measurement Techniques; *Program Evaluation; Program Improvement; School Districts; State Agencies; Testing

IDENTIFIERS- Evaluation Research; *Technical Assistance Centers; *Title I Evaluation and Reporting System

Major changes have occurred in compensatory education evaluation practices and policies since the introduction of the Title I Evaluation and Reporting System (TIERS) and the Technical Assistance Centers (TAC) in 1976. This paper has three purposes: (1) to discuss these changes at the state and local levels; (2) to illustrate these changes with examples from TAC experiences and case studies from state and local districts; and (3) to identify unmet evaluation improvement needs and foreshadow future improvement. Excerpts from TAC studies are used to illustrate evaluation improvements in four major areas: (1) testing and measurement practices; (2) data quality control; (3) reporting procedures; (4) computer technology; (5) dissemination of evaluation results and feedback to local educational agencies (LEAS). TAC's will continue to have a strong role in addressing unmet evaluation needs in program improvement, coordination of Chapter 1 with other school programs and services, better utilization of TAC services by larger school districts, and more evaluation of migrant and other special Chapter 1 programs. (BS)

ED 254 577 UD 023 934

State Guidelines for Implementation of Chapter 1, Public Law 97-35.
Florida State Dept. of Education, Tallahassee.
PUB DATE- 84
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Compensatory Education; Educational Legislation; *Educationally Disadvantaged; Elementary Secondary Education; Eligibility; Federal Legislation; Guidelines; Low Income Groups; *Program Development; Program Evaluation; Public Schools; State Aid; State School District Relationship
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Florida

The purpose of these guidelines is to provide Florida's school districts with some procedures for developing projects and programs that will meet the letter and intent of Chapter 1 of the Education Consolidation and Improvement Act of 1981. This document addresses: (1) allowable costs; (2) personnel; (3) fiscal requirements that apply to all agencies receiving Chapter 1 funds; (4) application approval; (5) recordkeeping; (6) technical assistance; (7) allocation of Chapter 1 funds; (8) identifying eligible schools; (9) selecting schools for Chapter 1 projects; (10) identifying and selecting children to be served; (11) needs assessment; (12) parent and teacher participation; (13) evaluation procedures; (14) comparability of services; and (15) guidelines related to migrant projects only. (RDN)

ED 254 591 UD 024 107

Burt, Martha R.; And Others
Helping Pregnant Adolescents: Outcomes and Costs of Service Delivery. The Evaluation of Adolescent Pregnancy Programs Final Report.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
PUB DATE- Feb 84
NOTE- 218p.
CONTRACT- HHS-100-80-124
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adolescents; Agency Cooperation; Cost Effectiveness; *Early Parenthood; Family Involvement; Infants; Medical Care Evaluation; *Pregnant Students; Program Descriptions; *Program Effectiveness; Program Evaluation; *Program Implementation; Program Improvement; Secondary Education; *Unwed Mothers
IDENTIFIERS- *Office of Adolescent Pregnancy Program; *Service Delivery Assessment

This study evaluates how grantees of the Office of Adolescent Pregnancy Programs (OAPP) implemented their teen pregnancy and parenting programs and how program participation affected the lives of clients. Chapter I outlines the structure and history of the evaluation project. Chapter II highlights the major client outcomes of OAPP-funded projects and compares these outcomes to data from other sources. Chapter III describes project characteristics, characteristics of clients at project entry and exit, and the types and amounts of services delivered by the projects. Chapter IV describes pregnancy outcomes such as delivery complications and low birth weight for clients who were pregnant when they began participating in the projects and looks at what effects the services given to clients had on those outcomes. Chapter V describes outcomes such as repeat pregnancies, school completions, and welfare dependency for teen mothers, and hospitalization and living arrangements for babies. It also assesses the degree to which projects affected these outcomes. Chapter VI reports on financial data from eight project sites. Chapter VII focuses on the difficulties many projects encountered in becoming fully operational and offers suggestions for avoiding such difficulties. Chapter VIII explores the management and coordination functions of OAPP itself and suggests improvements. Appendices provide detailed financial and service data for eight projects, the summary report forms used by OAPP-funded projects, the indicators of program performance used, and unstandardized statistical data about project outcomes. (RDN)

ED 254 605 UD 024 131

Martin, Robert L.
Business & Education: Partners for the Future. A Resource Publication for: Business/Chambers of Commerce/Education and Community Leaders.
Chamber of Commerce of the United States, Washington, DC. National Chamber Foundation.
PUB DATE- Jan 85
NOTE- 59p.
AVAILABLE FROM- Chamber of Commerce of the U.S., 1615 H Street, N.W., Washington, DC 20062 (single copy, $15.00; 2-9 copies, $12.00 each; 10-100 copies, $9.00 each; more than 100 copies, $7.00 each).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - General (140)
DESCRIPTORS- *Business Responsibility; Educational Finance; *Educational Improvement; Educational Needs; Educational Trends; Elementary Secondary Education; Futures (of Society); Information Sources; *Private Financial Support; Program Development; *School Business Relationship; School Districts; State Programs; Student Needs
IDENTIFIERS- Excellence in Education; *Public Private Relationship

Written on the premises that long-term economic growth is tied directly to the performance of public education and that the U.S. educational system is in crisis, this book encourages increased business involvement in a community-wide response to improve education at all levels. Chapter I offers an overview of contemporary educational problems in terms of enrollment, expenditures and financing; State and local roles in education; general causes for concern; why business involvement is needed; the new realities; meeting the needs of students and employees; teenage and adult illiteracy; and future trends in American education. Chapter II summarizes the findings of some of the major national reports on education: A Nation at Risk; Action for Excellence; Academic Preparation for College; Making the Grade; A Study of High Schools; America's Competitive Challenge; High School: A Report on Secondary Education in America; and A Place Called School. The third chapter summarizes several ways in which the business community is working with education groups to improve the local systems. Examples of statewide activities are given, local activities such as job assistance and volunteer classroom instruction are noted, public-private partnerships for strengthening education are described, and a representative sample of Chamber of Commerce activities is listed. The final chapter, Chapter IV, suggests additional actions business leaders and their organizations may take to enhance their communities' educational achievements. The appendices include a list of contacts at the national level who can provide assistance, and list pertinent national statistics. (RDN)

ED 254 446 SO 016 244

Herzig, Margaret McCarthy

The History of the Project on Human Potential. Final Report.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).

PUB DATE- Sep 84

NOTE- 226p.; Paper from the Project on Human Potential. For other project papers, see SO 016 245-270.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Biology; Case Studies; *Cross Cultural Studies; Cultural Context; *Cultural Differences; Cultural Influences; Developmental Psychology; Educational Development; Elementary Secondary Education; Higher Education; Instruction; Intelligence; Interdisciplinary Approach; Learning Experience; *Learning Processes; Literature; Philosophy; Policy Formation; Political Science; Program Descriptions

IDENTIFIERS- Africa; China; Colombia; Egypt; *Human Potential; India; Japan

A five-year project that used evidence from a variety of disciplines and cultures to develop a framework to help educational policymakers identify ways of achieving the full range of human potential in a given population is described. The project sponsor is an international non-profit institution dedicated to the cause of disadvantaged children and youth. It supports innovative projects that develop community approaches to early childhood education and child care, in order to help disadvantaged children to realize their potential. Cross cultural case studies of how teaching and learning take place in various cultures including Japan, India, China, Colombia, Egypt, and Africa were developed. Scholars from the disciplines of developmental psychology, philosophy, literature, political science, and biology wrote papers examining their respective disciplines and human potential. Information was also gathered about cultural features that shape human potential and its realization through interviews, cross cultural meetings, and workshops. Descriptions are provided of four commercially published volumes that resulted from the project. The report is arranged into seven sections; following an introductory chapter describing the history and goals of the project, separate sections are devoted to developments and progress occurring during each of the five years of the project. A concluding chapter is followed by appendices listing people involved with the project and a list of papers prepared for the project. (RM)

ED 254 460 SO 016 258

Collins, Alfred; Prakash, Desai

Selfhood and Context: Some Indian Solutions.

Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 84
NOTE- 51p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Comparative Analysis; Cross Cultural Studies; *Cultural Context; *Intellectual History; Non Western Civilization; *Personality Theories; *Philosophy; *Psychiatry; Psychology; *Self Concept; Western Civilization
IDENTIFIERS- Erikson (Erik); Freud (Sigmund); Hinduism; Ideology; *India; Kohut (Heinz)

In this examination of East Indian theories about the self, an overview of two Indian concepts of self, "atman" and "ahamkara," is presented. Then, in an effort to uncover common theoretical grounds for understanding India's diverse views of the self, comparisons are made between Western psychoanalytic theories (e.g., the theories of Freud, Erikson, and Kohut), and ancient Indian theories about selfhood. The major portion of the document focuses on the evolution of the Indian concept of self by presenting a review of early Indian literature of the Vedas and Upanisads, focusing on the career of the Cosmic Man image, Prajapati. It is suggested that Indian concerns and formulations are not simply ancient and textual and that parallels in contemporary Indian life are remarkable in their continuity with the ancient tradition. The conclusion is reached that Western ideals, and in particular classical psychoanalytic theories, of stable permanent individuality based on identifications with and respect for the unalterability of the environment are foreign to the Indian perspective; the Indian personality and world are more fluid, merging together at times. They then suggest that the two cultures provide contexts in which particular myths of the self are pursued--Western psychology has idealized a myth of autonomy, whereas Indian thought idealizes the myth of merging. (LH)

ED 254 474 SO 016 273

Rosenfeld, Rachel A.; Jones, Jo Ann

Patterns and Effects of Geographic Mobility of Academic Women and Men.

PUB DATE- Sep 84
NOTE- 41p.; Paper presented at the Annual Meeting of the American Sociological Association (79th, San Antonio, TX, August 27-31, 1984). Research supported by the Young Scholar's Spencer Grant and the NIH National Research Service Award (? T32 HD07168).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Ladders; *College Faculty; Faculty Promotion; Higher Education; *Migration; Nontenured Faculty; *Occupational Mobility; Promotion (Occupational); *Psychologists; *Sex Differences; Sex Discrimination; Social Science Research; Tenured Faculty

The possibility that sex differences in geographic mobility patterns underlie some of the sex differences in college faculty career patterns is addressed in this study of career advancement. Two major hypotheses were tested: (1) that women's mobility patterns are different from men's because women are less likely to move and more likely to be overrepresented in large, urbanized areas, and (2) that even the same type of geographic mobility is less coordinated with career stage and advancement for women than for men. The sample (N=622) was selected from the 1981 Directory of the American Psychological Association. This directory includes information on degrees, birth date, jobs, and professional interests. Consistency of reporting and missing information were checked by using the previous seven years' directories. Geographic mobility and location at two career stages were considered: the first job after the Ph.D. and the job held six years after receiving the Ph.D. Results indicated mixed support for the hypotheses. Women, especially earlier in their careers, were less mobile than men and more likely to be concentrated in urban areas and this did have a negative effect. Data on career stage and mobility did not support the second hypothesis. Recommendations for further research on sex differences in academic career patterns are also given. (IS)

ED 254 487 SO 016 325

Australian Family Research Conference Proceedings (Canberra, Australia, November 23-25, 1983). Volume V: Support Networks.

Institute of Family Studies, Melbourne (Australia).

PUB DATE- Mar 84

NOTE- 258p.; For other volumes in the series, see SO 016 321-327. Document contains small print.

AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth St., Melbourne, Victoria, Australia 3000 ($8.[illegible] each; $50 for seven volumes).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- Disabilities; *Family (Sociological Unit); Family Life; Family Problems; Family Relationship; Foreign Countries; Futures (of Society); Helping Relationship; Long Range Planning; Older Adults; Parent Child Relationship; Parents; Siblings; Social Change; *Social Networks; Social Science Research; *Social Support Groups; Vietnamese People

IDENTIFIERS- *Australia; *Australian Family Research Conference

This fifth volume in a series of volumes containing the proceedings of the 1983 Australian Family Research Conference deals with support networks. Papers and authors included are: "Blood Ties and Gender Roles: Adult Children Who Care for Aged Parents" (Hal L. Kendig), "Family Care Policies: Findings from a Survey of Carers" (David Kinnear and Christine Rossiter), "'I Don't Need More Help--at the Moment': Orientations of the Frail Aged toward Planning for Future Custodial Care" (Alice T. Day), "Family Support Networks and Use of Formal Services in Geelong" (Peter d'Abbs), "Family Life Stage: The Neglected Divider" (Lyn Richards and Jan Salmon), "Continuity and Change in Vietnamese Families in Perth, WA" (Joan Knowles), "Adult Siblings of the Handicapped: Early Family Relationships" (Maggie Kirkman), "Measuring the Effect of a Home-Support Service on Mothers Caring for an Intellectually Handicapped Child" (Heather Brown and Tim Anstey), and "Social Networks and Conjugal Role Organisation: Qualifying the Bott Hypothesis" (Janeen Baxter and Stephen Mugford). (RM)

ED 254 501 SP 025 758

Michelsen, Sandra; And Others
An Exploration of Preservice Teachers' Conceptual Change During Reading Methods Instruction. Research Series No. 146.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 84
NOTE- 31p.; Paper presented at the American Reading Forum (Sarasota, FL, December 9, 1983).
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; Cognitive Mapping; *Cognitive Objectives; *Concept Formation; Field Experience Programs; Higher Education; *Lecture Method; *Methods Courses; *Preservice Teacher Education; Reading Instruction; Student Teachers; *Teaching Experience

Findings are reported from two descriptive studies of preservice teacher education students' conceptual change in response to reading methods instruction. The first study, involving 14 preservice teachers, focused on how students applied what was taught in the reading methods course; the second study (14 participants) examined students' conceptual change during instruction. Both studies employed observations and interviews. Results of the first study indicated that the preservice teachers gradually tended to change their thinking about reading instruction and that teaching a real student during the field practicum contributed to this change by encouraging a restructuring of cognitive information presented in the methods course. Findings of the second study, focusing on whether preservice teachers change their cognitive conceptions and the characteristics of the changes, indicated that students apply methods course information in stages and that there are wide differences in the way they organize that information. A discussion is presented on implications for future studies of the process and structure of methods courses, and on ways in which they may be made more effective. (Author/JD)

ED 254 517 SP 025 930

Matthews, Doris B.; And Others

Prevention of Teacher Burnout: The Challenge of the Future.

PUB DATE- Feb 85
NOTE- 30p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (February 17-21, 1985, Las Vegas, NV).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjustment (to Environment); *Coping; Individual Power; Interpersonal Relationship; *Prevention; Relaxation Training; *Stress Management; *Teacher Burnout; *Work Environment

Strategies that may be used by schools to prevent teacher burnout suggested in this paper are: (1) increasing staff input in decision making; (2) improving the work environment; (3) increasing the flexibility of the school structure; (4) providing opportunities for individual time-out; (5) increasing the sense of individual work significance; and (6) providing opportunities for teachers to achieve satisfaction by reaching self-determined professional goals. Coping strategies for individuals include: (1) cognitive restructuring; (2) effective time management; (3) relaxation training; (4) visualization; (5) quieting reflex; (6) autogenics; and (7) biofeedback. Establishing low-stress organizational techniques as well as incorporating individual stress management techniques can prevent burnout, promote personal growth, and allow professional growth. (JD)

ED 254 532 TM 840 796

Trent, John H.; Gilman, Robert A.

An Adaptation of the Teacher Performance Assessment Instruments (TPAI) in a Teacher Preparation Program in Northern Nevada.

PUB DATE- Oct 84
NOTE- 19p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Competence; Cooperating Teachers; *Evaluation Methods; Higher Education; Interrater Reliability; *Preservice Teacher Education; Self Evaluation (Individuals); *Student Evaluation; *Student Teachers; Student Teacher Supervisors
IDENTIFIERS- *Nevada; *Teacher Performance Assessment Instruments

This study was designed to determine the feasibility of using the Teacher Performance Assessment Instruments (TPAI) to evaluate student teacher performance in northern Nevada by a more accurate and mutually acceptable method. Developed and validated by the University of Georgia, passing the TPAI is required for teacher certification in Georgia. The TPAI consists of three instruments for rating teacher competencies: (1) Teaching Plans and Materials; (2) Classroom Procedures; and (3) Interpersonal Skills. Ninety secondary student teachers, their cooperating teachers, and five university supervisors completed the TPAI near the end of an 8-week student teacher practicum. Significant correlations among the ratings of all triad members indicated the TPAI can be used as envisioned to improve both the preparation and evaluation of student teachers. (BS)

ED 254 578 UD 023 953

Colleran, Kevin J.; Gurak, Douglas; Kritz, Mary
Migration, Acculturation and Family Processes.
Fordham Univ., Bronx, N.Y. Hispanic Research Center.

SPONS. AGENCY- National Inst. of Mental Health (DHHS), Rockville, Md.
PUB DATE- Oct 84
NOTE- 16p.
GRANT- NIMH-2P01-MH-30569-06A1
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Acculturation; Age Differences; Attitude Change; Childhood Attitudes; *Dominicans; *Ethnicity; Family Attitudes; Family Role; Generation Gap; Hispanic American Culture; *Hispanic Americans; Immigrants; *Kinship; *Land Settlement; *Language Attitudes; *Migration Patterns; Parent Attitudes; *Puerto Ricans; Social Support Groups; *Values
IDENTIFIERS- *Colombians; *New York (New York)

Two articles are presented in this research bulletin. The first, entitled "Acculturation in Puerto Rican Families," assesses the degree of acculturation of 100 sets of married children of 100 Puerto Rican families living in New York City. Attitudes toward language, identity, and values are used as criteria. The specific values the study investigates are: (1) attitudes toward the family; (2) the presence or absence of a fatalistic outlook; (3) attitudinal preferences for Puerto Rican ways; (4) response to the "modernity" of American society; (5) trust of people outside the Puerto Rican group. The study concludes that the married children are much closer to mainland values and ideas than their parents are, but notes that none of the 100 chose an entirely American identity, indicating that, despite generational differences, they have still retained Puerto Rican culture as part of their identity. The second article, entitled "Kinship Networks and the Settlement Process: Dominican and Colombian Immigrants in New York City," uses recent data from a survey of Dominican and Colombian immigrants in New York City to examine the relationship between kinship networks and the migration and settlement process. The data show that chain migration characterizes these flows, inasmuch as these particular migrants are well linked into a migration system in which some relatives and friends precede them, some come with them, and still others subsequently join then in New York. Relatives present at the time of arrival provide multiple forms of assistance, particularly with accommodation and employment searches. In addition to receiving assistance during their settlement the migrants, particularly male migrants, continue to be an important link to relatives in the home country: they provide help for relatives who wish to migrate to New York and regularly send remittances to relatives in the home country. Furthermore, analysis of the data clearly demonstrates that familial aid received at the time of first arrival in the United States does have an impact on the subsequent course of events in the life-cycle of the immigrant. When the aid is more extensive, a tendency to remain within the portective confines of the immigrant community results, even when the different backgrounds among the migrants are taken into account. (RDN)

ED 254 592 UD 024 108

House, Ernest R.; Husen, Torsten
Reviews of Reports from the National Institute of Education on the Compensatory Education Study (6 Volumes).
National Academy of Education, Washington, D.C.
PUB DATE- 79
NOTE- 131p.; Proceedings of the National Academy of Education Vol. 6, p. 358-486, 1979.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Compensatory Education; Cultural Context; Disadvantaged Youth; *Educational Philosophy; Elementary Secondary Education; Equal Education; Evaluation Criteria; Federal Programs; *Program Administration; *Program Effectiveness; *Program Evaluation; Research Problems; Student Development
IDENTIFIERS- Elementary Secondary Education Act Title I; National Institute of Education

Two reviews of NIE's study of compensatory education are provided in this document. The conclusions of the first reviewer (House) are that: (1) the study is valid because it meets the standards for the evaluation of a public program; and (2) the compensatory programs, especially Title I, are very good. Other conclusions are that the funds' allocation requirements are necessary but the program development requirements are excessively regulated, program management is efficient but monitoring is confused, and how much students develop in these programs remains hazy. The second review, "Evaluating Compensatory Education" (Husen), takes a broader perspective, based in part on the reviewer's earlier participation in the Organization for Economic Cooperation and Development's review of U.S. educational policies. Against this background, the reviewer discusses the role of education in the United States, the philosophy and strategies behind compensatory education, Title I targeting, and evaluation problems. This review concludes that: (1) in looking at the outcome of intervention programs, a broader perspective is needed than appeared in some of the NIE evaluation efforts; (2) well-planned small-scale longitudinal studies conducted where different models of compensatory education are operated would prove more than large-scale surveys; and (3) compensatory education programs are only small changes in the larger context of formal education, and minor changes in input should not be expected to produce dramatic results. (CMG)

ED 254 606 UD 024 132

Burt, Martha R.; Sonenstein, Freya L.

Planning Adolescent Pregnancy Programs: Implications of a National Evaluation.

Urban Inst., Washington, D.C.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.
PUB DATE- 84
NOTE- 24p.
CONTRACT- HHS-100-80-124
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Agency Cooperation; Case Records; Community Relations; Cooperative Planning; *Cost Effectiveness; *Early Parenthood; *Federal Programs; Participant Characteristics; *Pregnancy; Program Costs; Program Development; Program Effectiveness; Program Evaluation; *Program Implementation; Rural Urban Differences; Secondary Education; Site Selection
IDENTIFIERS- Case Management; Service Delivery Assessment

In order to provide guidance for agencies in developing effective programs for pregnant and parenting teens, this article analyzes data from 21 federally funded care programs involved in a national evaluation. First, the question of a program's location and structure was addressed. Rural projects were found to be less service-rich than their urban counterparts and non-hospital programs of several varieties all delivered more services of most types and more total services than did hospital projects. It was concluded that the key to a good program lies more in competent management and good community relations than in specific structures or models. Second, with regard to client characteristics, girls who entered the programs pregnant were found to receive more services than those coming in as entry mothers, and girls on welfare received more services than those who were not. Third, an examination of service costs revealed that even more important than the absolute cost of different client types was the contrast between clients' entitlements and what they get "extra" in these programs. Fourth, an examination of project implementation and management uncovered the need for adequate lead time to develop interagency coordination; the need for adequate case management, client record keeping and tracking; and the need for greater emphasis on services to parenting teens. Finally, programs are urged to take seriously the needs not only of pregnant teens but also of teen parents and school dropouts. (RDN)

ED 254 548 TM 850 157

Elementary School Achievement Profiles. A School-by-School Report of Basic Skills, Test Results, and School/Student/Staff Data. School Year 1983-94.

Portland Public Schools, OR. Dept. of Research, Evaluation, and Testing.

PUB DATE- Oct 84

NOTE- 178p.; Document printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Numerical/Quantitative Data (110)

DESCRIPTORS- Achievement Gains; *Achievement Tests; *Basic Skills; Elementary Education; Elementary Schools; Institutional Characteristics; *School Districts; Scoring; Testing Programs; *Test Results

IDENTIFIERS- *Portland School District OR

This report presents the 1983-84 summary achievement profiles of the 82 Portland, Oregon, elementary schools for use by school staffs, administrators, and the community for planning, goal setting, and evaluation. The profiles contain Portland Achievement Level Tests results plus data on the physical facility, school personnel, student enrollment, student attendance and stability, and special program participation. The Portland Achievement Level Tests of reading, language usage, and math are administered each fall and spring to students in grades 3 through 8. The tests are based on the Portland Public Schools' basic skills curriculum, and administered according to student performance level rather than by grade level. Results are reported by two types of graphs: (1) distributions of grade and composite P-scores (standard scores indicating achievement level as compared with other Portland students in the same grade); and (2) fall to spring achievement (by Rasch Unit Scores) gains for reading, language usage, and math for each grade as compared with district norms from the 1980-81 baseline year. (BS)

ED 254 563 TM 850 178

Jackson, Evelyn W.; And Others
A Comparison of Repeater Performance on the MCAT: Review Course Participants vs. Non-Participants.
PUB DATE- Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). One page of tables and references contains small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Admission (School); *College Entrance Examinations; Compensatory Education; Graduate Medical Education; Higher Education; *Minority Groups; *Premedical Students; Program Evaluation; Review (Reexamination); Summer Programs; *Test Coaching
IDENTIFIERS- *Medical College Admission Test; *Medical Dental Education Preparatory Program; Southern Illinois University School of Medicine

The Medical/Dental Education Preparatory Program (MEDPREP) at Southern Illinois University School of Medicine at Carbondale prepares underrepresented minorities for medical school admission. This paper reports on the evaluation of the MEDPREP Summer Review program by the comparison of participant and non-participant score gains on the Medical College Admissions Test (MCAT). The eight week Summer Review courses review biology, chemistry, physics, and quantitative topics covered by the MCAT. Data were collected from all MEDPREP students from 1977 to 1983 having MCAT scores from both before and after MEDPREP enrollment. The review program resulted in significant gains in all subtests, compared to moderate gains on three subtests by nonparticipants. Summer Review group gain was significantly greater only on the Quantitative subtest. While this study demonstrates the ability of the Summer Review Program, other factors may be responsible for the gains. (BS)

ED 254 518 SP 025 941

Nutrition Education: Choose Well, Be Well. A Curriculum Guide for High School.

California State Dept. of Education, Sacramento.

PUB DATE- 84

NOTE- 401p.; For a related document, see ED 219 164.

AVAILABLE FROM- Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802-0271 ($8.00).

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Consumer Economics; *Consumer Education; *Dietetics; *Eating Habits; Food Handling Facilities; *Food Standards; Health Education; Merchandising; *Nutrition Instruction; Physical Health; Secondary Education

This curriculum guide for high school students contains 20 information acquisition lessons, 6 values awareness lessons, and 5 open-ended discussion lessons. Some lessons contain activities that extend over several days; other lessons contain one specific activity. The nutrition education goals are directed toward the attainment of nutrition subject matter, which is organized into five topics. The identified topics serve as a foundation for nutrition instruction, curriculum development, and evaluation. The topics include the following categories: (1) food choices as related to the attainment of optimal health; (2) factors influencing food choices, e.g., lifestyles, peers, and families; (3) food-related careers--needs, roles, responsibilities, and educational requirements; (4) consumer competencies; and (5) food handling. Activity materials for students are included. (JD)

Shin, Se-ho; And Others

Study on Impact of E-M Project on Korean Education.

Korean Educational Development Inst., Seoul.
PUB DATE- 84
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Assessment; *Educational Innovation; Educational Practices; Educational Research; Elementary Education; Foreign Countries; *National Programs; *Program Effectiveness; Program Evaluation
IDENTIFIERS- *South Korea

The Elementary-Middle School (E-M) Development Project was conducted to provide comprehensive and scientific research on objectives, contents, and methods of education in Korea. It provided the basis for development of a new educational system through which major educational problems could be resolved. The project also provided opportunities to use educational research to modernize and reform the Korean educational system. This study examined the impact of the new educational system in the actual sites of instruction within the overall context of education in Korea. The Korean Educational Development Institute (KEDI) accomplished research on the development of a new educational system through four stages: system analysis, system planning, demonstrative implementation of the system, and evaluation of the system's effectiveness. As a result of the new educational system, the students' academic achievement, independent learning attitude, and expressive ability were improved. A positive self-concept concerning academic learning was formed. The quality of school management was improved. The teachers enhanced their subject guidance and instructional skills. The influence of the study on Korean education and aspirations for the future are discussed. (DWH)

ED 254 461 SO 016 259

Ramanujam, B. K.
Social Change and Personal Crisis: A View from an Indian Practice.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 20 Oct 84
NOTE- 39p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Case Studies; Caste; Conflict Resolution; *Cultural Differences; Ethnography; Family Structure; Foreign Countries; Kinship; Mental Disorders; Models; *Personality Development; Psychological Patterns; *Psychology; Religion; Social Change; Social Structure; *Social Theories; Sociocultural Patterns
IDENTIFIERS- Field Theory; *Hinduism; *India

The cross-cultural validity of many models of personality development has been challenged because of their emphasis on Western ideals of individuation, setting goals for oneself, and aggressively pursuing those goals. The model of Hindu society presented in this paper is different. Case studies of two individuals who sought psychological help are used to illustrate the relationship of the individual in Hindu society to the corporate system that determines his goals and shares his destiny. It uses the concept of the individual as operating not alone, but within a social field. This does not mean a total submergence of the person's individuality; rather, it means that obligations to the family and caste come before individual desires and that harmony in relationships must be maintained. When dissonance occurs, restorative measures are available in this system. However, individuals do not always find them personally available or know how to use them even when they are available. In the two cases discussed, these conditions were not met and the individuals used maladaptive strategies instead. (IS)

ED 254 475 SO 016 274

Adams, Curtis H.; Britton, Charles R.

Large vs. Small Lectures in the Principles Course: The Dilemma of the Small Department.

PUB DATE- Mar 84

NOTE- 13p.; Paper presented at the Annual Meeting of the Southwestern Economics Association (Forth Worth, TX, March 23, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Economics Education; Educational Research; Higher Education; *Large Group Instruction; *Small Group Instruction; *Student Attitudes; Teaching Methods; Undergraduate Study

Research results show that there is little loss in student productivity when changing from small lecture classes to large sections in principles of economics courses. A large lecture section of a college level principles of economics course with undergraduate tutors providing personal assistance to students was compared with six classes of 35 to 40 students each. To measure change in economics knowledge and attitudes toward economics brought about as a result of the course, the Revised Macro Test on Understanding College Economics and the Questionnaire on Student Attitude toward Economics were administered to both the experimental and control sections. The large class out-performed the small classes in changes in economic knowledge. Previous research studies, with the exception of an earlier study done by the authors of this paper, have indicated that there is little difference in economic knowledge gained between large and small sections, but that generally a significant difference in attitude could be expected, i.e., students in large groups do not like economics. However, although student attitudes were slightly more negative in the large class, the differences were not statistically significant. (RM)

ED 254 502 SP 025 789

Nieminen, Seija

Teachers' Perception of Mental Health, Its Relationship to Their Mental Health and to Changes Thereof. Research Report 27.

Helsinki Univ., (Finland). Dept. of Teacher Education.

REPORT NO.- ISBN-951-45-3508-1

PUB DATE- 84

NOTE- 321p.; Dissertation, University of Helsinki.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Doctoral Dissertations (041)

DESCRIPTORS- Comparative Analysis; *Education Majors; Foreign Countries; *Job Satisfaction; *Mental Health; Personality Traits; *Psychological Patterns; *Secondary School Teachers; Self Actualization; Self Concept; *Teacher Attitudes; Vocational Maturity

IDENTIFIERS- Finland

A study was made of comprehensive school teachers' perceptions of mental health when it was defined as a "dynamic integration process of the physical, psychical, social, and spiritual existence of a human being." Two groups participated: 76 middle-aged teachers and 87 advanced teacher trainees. Perceptions of health and mental health were measured with attitudinal statements and with psychological, psycho-biological, and biological explanations of health etiology. Mental health and social adaptation were surveyed with thematic interviews, psychological measuring tests, and statements regarding job satisfaction. Additional information was obtained with demographic, life change, and academic achievement variables. The middle-aged teachers regarded mental health issues with more psychological understanding and emphasized more the psychological and biological etiology of health than did the teacher trainees. This was not interpreted as an effect of cultural change, but as an influence of maturation. Cultural influences played a larger part in the perception of mental health by the teacher trainees. (JD)

Micceri, Theodore

Establishing the Reliability of the Florida Performance Measurement System's Research Based Observation Instrument.

PUB DATE- Apr 84
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, New Orleans, LA, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; *Classroom Observation Techniques; Elementary Secondary Education; *Evaluation Methods; Factor Structure; Generalizability Theory; Interrater Reliability; Teacher Behavior; *Teacher Evaluation; *Test Construction; *Test Reliability; Test Validity; Videotape Recordings
IDENTIFIERS- *Florida Performance Measurement System

This paper investigates the reliability of the Florida Performance Measurement Systems' Summative Observation instrument. Developed for the Florida Beginning Teacher Evaluation Program, it provides behavioral ratings for teachers in a classroom setting. Data came from ratings of videotapes of nine teachers conducting actual lessons by nine teams of trained observers. Analysis of variance produced three estimates of reliability for each scale and subscale: (1) discriminant (across teachers); (2) stability (over time); and (3) interrater (among raters). Results indicate that the instrument appears sufficiently reliable to conduct classroom observations if ratings by at least two different observers are averaged to produce scores. Effective (positive) indicators of teacher behavior appear to be more reliably observed than ineffective (negative) indicators. Two domains--Management of Student Conduct, and Communication: Verbal and Nonverbal--appear too intercorrelated with the other domains for discrete reliable estimation of specific behaviors. Future research on this instrument should include validation, rater certification, norming and frame factors. Appendices contain: (1) background information on the knowledge base and the Florida teacher competencies; (2) indicators of the summative instrument; and (3) computation of reliability estimates. (BS)

Yap, Kim Onn
A Cost-Analytic Approach to Determining Chapter 1 Program Impact: Some Preliminary Findings.

PUB DATE- Mar 85
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Compensatory Education; *Cost Effectiveness; *Educational Environment; Elementary Secondary Education; Federal Programs; Instructional Materials; Instructional Systems; Meta Analysis; Program Evaluation; Remedial Programs; *Teaching Methods
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

The paper reports an attempt to evaluate instructional practices in compensatory education by looking at both costs and effects associated with the practices. The study covered some 300 Chapter 1 projects over a three-year period, focusing on project settings and instructional approaches used in the projects. Results of the study indicated that the pull-out setting produced the highest achievement gains and the most favorable cost-effectiveness ratio. A prescribed instructional system, supplemented by a miscellany of other materials, produced the highest achievement gains and the most favorable cost-effectiveness ratio. The cost information generated clearly provides a better basis for determining the relative worth of the various instructional settings and approaches used in compensatory education. (Author)

Carothers, Tom
Politics, Economics, Culture and Human Potential.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Jun 80
NOTE- 95p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change; *Cultural Influences; Democracy; Developed Nations; Developing Nations; *Economics; International Relations; *Modernization; Nationalism; Political Issues; *Politics; *Social Change
IDENTIFIERS- *Human Potential

In this examination of the transformations that modernization has brought or is bringing to political, economic, and cultural systems, emphasis is given to the consequences of these transformations for human potential in the modern age. An introductory section defining "modernism" is followed by sections devoted to nationalism and democratization. Seen as characteristic of the modernization process, nationalism and democratization are held responsible not only for political changes, but also for changed conceptions of human potential. Attention is then given to specific types of political systems in existence today. Four fundamental political issues--order, liberty, equality, and affluence are analyzed and closely related to aspects of human potential. Because political systems in transitional countries face fundamentally different situations with regard to these political questions than political systems in developed countries, specific types of systems are identified according to their approach to these issues. Next, in an examination of the international political system, the paper provides a general analysis of how modernization has transformed the international system. Changes in the function of culture are then discussed and related to changes in the nature of thinking necessary for participation in modern societies. The final chapter offers a summary of the relationship between human potential and these transformations and analyzes the difficulties of going "beyond modernism." (LH)

ED 254 488 SO 016 326

Australian Family Research Conference Proceedings (Canberra, Australia, November 23-25, 1983). Volume VI: Family Life.

Institute of Family Studies, Melbourne (Australia).

PUB DATE- Mar 84

NOTE- 292p.; For other volumes in the series, see SO 016 321-327. Document contains small print.

AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth St., Melbourne, Victoria, Australia 3000 ($8.00 each; $50 for seven volumes).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Child Rearing; *Children; Comparative Analysis; Decision Making; Disabilities; Employed Women; *Family (Sociological Unit); *Family Life; Family Problems; Family Relationship; Farmers; Foreign Countries; Longitudinal Studies; Marriage; Neighborhoods; Nuclear Family; Parent Attitudes; Self Concept; Social Change; Social Science Research; Unemployment

IDENTIFIERS- *Australia; *Australian Family Research Conference; Cohabitation; New Zealand

Family life is the focus of this sixth volume in a series containing the proceedings of the 1983 Australian Family Research Conference. The papers are organized under two major sections: Children and Families and Family Environments. Papers and authors included are: "Family Conflict and Child Competence" (Gay Ochiltree and Paul Amato), "Me in My Family: A Comparative Study of Young Children's Descriptions of Their Intra-Family Interactions" (Lorraine Riach), "Neighbourhood Quality and Child Adjustment" (A. Burns and R. Homel), "The Effects of Children on Family Life in New Zealand and Australia" (Anne Meade, Margaret Rosemergy, and Raylee Johnston), "A Comparison of Attitudes to Childrearing of Parents of Handicapped and Non-Handicapped Children" (Roger J. Rees), "The Impact of Changing Patterns of Family Living Including Unemployment on Identity Formation in Late Adolescence" (Betsy Wearing and Deirdre James), "The Contribution of Longitudinal Studies to Family Research" (Ken Fogelman), "Women Workers on Roster: Some Implications for Family Life" (Hilary Rumley), "Living on the Land: Family Decision Making and Farm Production" (Russel A. Craig and Ann K. Killen), and "Cohabitation and Marriage: Family Environments in Formal and Informal Contexts" (Sotirios Sarantakos). (RM)

ED 254 519 SP 025 943

Livingstone, D. W.; And Others
Public Attitudes toward Education in Ontario. 1984. Fifth OISE Survey. Informal Series/62.
Ontario Inst. for Studies in Education, Toronto.
REPORT NO.- ISBN-0-7744-5074-6
PUB DATE- 84
NOTE- 66p.; For earlier reports, see ED 182 845 and ED 225 964.
AVAILABLE FROM- Publications Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 ($7.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Adult Education; *Educational Attitudes; Educational Finance; *Educational Quality; Foreign Countries; Governance; Higher Education; *Public Opinion; School Business Relationship; Secondary Education; Secondary School Curriculum
IDENTIFIERS- *Ontario

This survey involved a representative sample of 1,046 adults who were interviewed, and a special sample of corporate executives (127) who responded to a mailed questionnaire. Chapter 1 presents findings on the Ontario public's general assessments of the quality of high school education and their dispositions toward public expenditures on various levels and types of education. In Chapter 2, views on the accessibility of services and equality of opportunity in education are examined, with special attention to dimensions of university restructuring. Chapter 3, on educational decision making, deals with public preferences about who should have most control over major activities at the high school level. Chapter 4 examines the public's curriculum priorities for Ontario high schools, both in terms of general objectives and specific required subjects. In Chapter 5, opinions on several aspects of the relationship between schooling and employment are summarized. The final chapter looks at participation in, and support for, the public funding of various types of adult education. Appendices include information on the survey procedures and population, and the survey questionnaire. (JD)

ED 254 579 UD 024 014

Aponte, Eduardo, Comp.; And Others
Bibliografia General del Nino Puertorriqueno (General Bibliography on the Puerto Rican Child). Cuaderno.
Puerto Rico Univ., Rio Piedras.
PUB DATE- Aug 83
NOTE- 138p.; Product of the Instituto de Investigaciones del Nino. Part of the series, Documentos de Trabajo/Recursos para la Investigacion.
LANGUAGE- Spanish
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescents; *Children; Delinquency; Drug Abuse; Educational Policy; Elementary Secondary Education; Employment; Family (Sociological Unit); Health; Institutionalized Persons; Migration; Nutrition; Population Trends; Postsecondary Education; Preschool Education; *Puerto Ricans; Recreation; Religion
IDENTIFIERS- *Puerto Rico; *United States

This bibliography of literature concerned with Puerto Rican children lists both English-language and Spanish-language titles. (The introductory text is in Spanish.) The bibliography has nine major parts, each dealing with one of the following: demography (population trends and migration); physical and mental health and nutrition; the family; education at the pre-school, elementary, secondary, and university levels, and vocational education; social problems (including delinquency, drug addiction, and institutionalization); recreation; religion; work; and miscellaneous items (including legislation, government documents, and films). (KH)

ED 254 593 UD 024 109

Schools and Communities as Partners. When Johnny Can't Read, Who Can Help?

Educational Priorities Panel, New York, N.Y.

PUB DATE- Feb 85
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Adult Education; Educational Finance; Elementary Secondary Education; *High Risk Students; *Institutional Cooperation; *Nontraditional Education; Private Agencies; *Program Effectiveness; Public Schools; *Remedial Programs; State School District Relationship; Truancy
IDENTIFIERS- City University of New York; Job Training Partnership Act 1982; *New York (New York); New York City Board of Education

This study examines the extent to which the New York City public school system enables high-risk students to gain access to the kinds of programs and services most appropriate for them. The report is limited to programs in alternative settings, including those operated by the Board of Education and those operated under private nonprofit auspices. Following a chapter on the funding of remedial education, the report discusses and describes services for older youth provided by three structures: (1) the Board of Education (dropout, basic skills, and general equivalency programs, alternative schools, outreach centers, and literacy centers); (2) City University colleges (student remedial programs, adult remedial programs, and (3) private nonprofit organizations (basic skills, life skills, literacy, dropout, and Job-Training-Partnership-Act programs). The report also identifies areas where better coordination would improve both students' access to appropriate programs and the quality of the services offered. A chapter on services for young students discusses truancy and remediation, the school volunteer program, and three examples of remedial programs that work. A major conclusion of the report is that the provision of better services for high-risk students is hindered by a lack of coordination among institutions "jealous of their turf and concerned about protecting their funding, their power, and their reputation." Recommendations are made for action to improve the situation at the Board and State levels, and for joint action by all involved parties. (CMG)

ED 254 607 UD 024 133

Women, Children, and Poverty in America. A Look at the Problems Facing Low-Income Families Headed by Women and at Some Current and Planned Ford Foundation Responses. A Working Paper.

Ford Foundation, New York, N.Y.

PUB DATE- Jan 85
NOTE- 53p.
AVAILABLE FROM- Ford Foundation, Office of Reports, 320 East 43 Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economically Disadvantaged; Family Income; *Fatherless Family; Federal Programs; One Parent Family; Philanthropic Foundations; *Poverty Programs; *Private Financial Support; Program Development; *Program Effectiveness; Program Improvement; Secondary Education; Unwed Mothers; Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; *Ford Foundation

The problems facing low-income families headed by women and some current and planned Ford Foundation responses are discussed in this paper. The first section presents a general overview of the problem, with special focus on nonpayment of child support and teenage pregnancy. The debate over the Federal welfare program and other attempts to use public funding to lift women and children out of poverty is summarized. Next, the second section describes selected initiatives supported with Ford Foundation funding to improve the operation of the welfare system, to help teenage mothers and fathers to be good parents, and to persuade teenagers to delay childbearing. Future directions of the Foundation's activity in this area are also discussed. Eight statistical tables are presented, and a bibliography is included. (KH)

ED 254 534 TM 850 034

Gonzalez-Tamayo, Eulogio
Bias in Prediction: A Closer Look at Theory, Findings, and Conclusions.

PUB DATE- 84
NOTE- 44p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Research; Groups; *Predictive Validity; Regression (Statistics); *Research Methodology; Scores; *Test Bias; Test Theory

The findings and conclusions from research on predictive validity among markedly different groups are discussed. Empirical findings using the regression line neither support nor contradict the existence of bias or the hypothesis of differential validity. Conclusions drawn from the research are questionable. Elimination of bias in a test, contrary to published reports, is shown to be beneficial to the low scoring group. As a result of these considerations, it has been determined that the main issue is bias in the test, and the related issues of differential validity and differential prediction cannot be addressed until bias has been convincingly detected and eliminated from the test. Ten tables and figures illustrating the findings are appended. A 12-item bibliography is also included. (Author/BW)

ED 254 565 TM 850 180

Schlenker, Richard M.
A Curriculum Development Oriented Partial Task Analysis Bibliography.
PUB DATE- Feb 85
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Courses; *Curriculum Development; *Task Analysis;
*Training

Task analysis is the process of identifying all things that individuals must accomplish to satisfactorily complete an activity or course of instruction. This bibliography lists task analysis documents related to curriculum or course development, or training program development. Five abstracting services were searched from their first publication through July 1982: (1) Resources in Education, (2) Current Index to Journals in Education; (3) Psychological Abstracts; (4) Dissertation Abstracts International; and (5) Maritime Resources Information Service. The 861 citations are listed in numerical, not alphabetical, sequence. Citation numbers are indexed three ways: (1) key letter (first letter of primary author's last name); (2) year of publication; and (3) key words. Most documents are available from the ERIC Document Reproduction Service or the National Technical Information Service. (BS)

ED 254 462 SO 016 260

Das, Veena
The Work of Mourning: Death in a Punjabi Family.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 6 Feb 84
NOTE- 58p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Anthropology; Case Studies; *Death; Ethnography; Ethnology; *Family Structure; Foreign Countries; *Grief; Religion; Sex Role; Social Theories; *Sociocultural Patterns; Widowed
IDENTIFIERS- Panjabi

One particular death and the rituals, funeral ceremony, and mourning which followed it are used to explore the relationship of the living to death. The particular death described was one which occurred during a year of fieldwork among urban Punjabis. By examining the category of mourners, it was possible to discern a structure within which grief and loss were articulated and thus the connections between individual grief and societal patterns of mourning were made apparent. Life and death are seen as polar opposites between which rituals of mourning must mediate. This mediation becomes possible only if we conceptualize the mourners in this culture as a heterogeneous group rather than a homogeneous one. The heterogeneity is provided by the sharp distinction in the roles of women and men on the one hand and kin and affines on the other. It is their differential symbolic function that allows the work of mourning to proceed by making it possible for mediation between life and death to occur. Suggestions are also made for extending this perspective to cross-cultural situations. (IS)

ED 254 476 SO 016 275

Sealey, Neil E.
Planned Cities in India. Occasional Papers No. 5.
London Univ. (England). School of Oriental and African Studies.
REPORT NO.- ISBN-0-7286-0105-2
PUB DATE- 82
NOTE- 65p.; Maps and photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Colonialism; Developing Nations; *Geography Instruction; Higher Education; *Human Geography; Resource Materials; Urban Environment; Urbanization; *Urban Planning; *Urban Studies
IDENTIFIERS- Development Education; *India; India (Chandigarh); India (Jaipur); India (New Delhi)

Intended for college teachers of geography, especially those teaching about developing countries, this publication contains background information about urban conditions in India. Historical and contemporary accounts of urban planning are provided for three Indian cities. The city of Jaipur was built by a maharaja in the 18th century, long before the British became a major urban force. The study of this city allows geographers to see the development of a planned city, in a unique region of India, over a period of 250 years. Delhi, the second city studied, became the capital of India in 1912, and New Delhi was created during the 1920's and 1930's to satisfy the particular needs of the British. The study of these cities focuses on the collision of Indian and colonial forces during the last 100 years. The third city studied is Chandigarh, a city that is entirely post-independence and, therefore, noncolonial. Built for Indian purposes to Indian specifications, but admittedly mainly by foreign architects, it allows geographers to identify both the aspirations and the reality of urban India during the last 25 years. (RM)

ED 254 503 SP 025 809

Elementary Health. Teachers' Resource Manual. Revised.
Alberta Dept. of Education, Edmonton. School Book Branch.
PUB DATE- 83
NOTE- 241p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Career Education; Class Activities; Elementary Education; Foreign Countries; *Health Education; Human Body; *Interpersonal Relationship; Mental Health; Moral Values; Motor Development; Nutrition; *Self Actualization; *Sex Education
IDENTIFIERS- Alberta

This manual was developed as a service document for elementary school health teachers and was designed to be used in conjunction with the Alberta Elementary Health Curriculum Guide, 1983 edition. Classroom activities are described for grades one through six. These are correlated with affective, psychomotor, and cognitive objectives outlined in the Curriculum Guide. Suggestions are made for effective instructional methods, as well as for resource materials and resource agencies. Resource persons available in the community are cited. The curriculum consists of four themes: (1) self-awareness and acceptance; (2) relating to others; (3) life careers; and (4) body knowledge and care. For grades four through six an additional theme, human sexuality, is added. (JD)

ED 254 550 TM 850 159

Romberg, Elaine

Evaluating Teaching in the Health Professions: Peers as Evaluators of Teaching.

PUB DATE- Mar 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Dental Schools; Departments; Evaluation Methods; *Faculty Evaluation; Higher Education; *Peer Evaluation; Policy Formation
IDENTIFIERS- *Evaluation Problems; *University of Maryland Dental School

Despite the movement in dentistry toward a system of professional peer review, dental educators appear highly resistant to evaluation by their colleagues. The University of Maryland Dental School has a comprehensive evaluation system involving evaluation of courses and instruction by students, program evaluations by individual departments, formal faculty evaluation by department chairmen, administrator evaluation by faculty and the school's Dean, and peer evaluation. The peer evaluation system has been the most difficult to develop, sustain, and make acceptable. This paper discusses: (1) problems surfacing during the development phase (such as faculty and administrator resistance and faculty subterfuge); (2) why and how the original plan never achieved passage; (3) the mechanism established within the school to guide the comprehensive system; (4) the adopted plan and how it works; and (5) the plan in action. (Author/BS)

ED 254 580 UD 024 026

Multiculturalism in Education Projects Supported by the Multiculturalism Directorate, Government of Canada = Projets dans le Domaine de l'Education Multiculturelle Subventionnes par la Direction du Multiculturalisme, Gouvernement du Canada.

Department of the Secretary of State, Ottawa (Ontario). Multiculturalism Directorate.

PUB DATE- Nov 84
NOTE- 117p.
LANGUAGE- English; French
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Audiovisual Aids; Community Education; Counseling; *Cultural Pluralism; Databases; Drama; Early Childhood Education; Elementary Secondary Education; Evaluation; Foreign Countries; Information Dissemination; *Instructional Materials; *Multicultural Education; Postsecondary Education; Professional Development; Program Development; Publications; Racial Relations; Workshops
IDENTIFIERS- *Canada; Conceptual Frameworks; *Multicultural Materials

This catalog of multiculturalism in education projects is intended to make the materials listed and described more widely accessible to the Canadian public, thereby contributing to a deeper understanding and appreciation of Canada's multicultural nature. All projects listed received financial assistance from the Canadian Government in the years 1979 to 1984. The assistance was provided for such education-related activities as development of curriculum material and/or programs, professional development and training, community education, evaluation, counseling, operation or establishment of groups promoting information exchange and materials dissemination, and dealing with racial relations. The activities are in the form of workshops/conferences, publications, audiovisual projects, theater productions, and data bases. The addresses of organizations receiving the grants are indexed in the back. If a book has been published through the project, the title and publishing information are provided. A comprehensive subject index is provided. Both completed projects and those still in progress are listed. (RDN)

ED 254 448 SO 016 246

Taber, Sara
Problems and Costs of Modern Education: Its Effects on Women.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 15 Jan 84
NOTE- 68p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Anthropology; Case Studies; Cross Cultural Studies; Culture Contact; *Developing Nations; Educational Planning; *Educational Policy; Equal Education; *Females; Foreign Countries; Males; Outcomes of Education; Public Policy; Sex Discrimination; *Sex Role; *Social Change; Social Class; Values; *Womens Education

The recent drive of world educational development has sought to extend to non-Western peoples the benefits of schooling, as conceptualized in Western thought, without reference to the influence of cultural factors. The wholesale spread of Western schooling has caused new problems, especially for women. This paper: (1) presents the methodological problems, confounding factors, and dilemmas inherent in efforts such as assessing the effects of modern education, (2) presents the additional paradoxes and problems in determining how women, in particular, are affected by modern education, since women, as a group, are often omitted from education programs and/or adversely affected by them, (3) provides a framework and set of criteria for evaluating whether or not modern education is enhancing the development of human potential in a particular country, and (4) presents case studies of women in different cultural settings and, using the established framework, examines how modern education affects their lives. A final section draws conclusions about the potential costs of modern education to both industrialized and developing countries. A seven-page list of project research papers concludes the documents. (IS)

ED 254 489 SO 016 327

Australian Family Research Conference Proceedings (Canberra, Australia, November 23-25, 1983). Volume VII: Panel Discussion, Closing Address and Index.

Institute of Family Studies, Melbourne (Australia).

PUB DATE- Mar 84
NOTE- 80p.; For other volumes in the series, see SO 016 321-326. Document contains small, light print.
AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth St., Melbourne, Victoria, Australia 3000 ($8.00 each; $50 for seven volumes).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Family (Sociological Unit); Family Life; Family Problems; Family Relationship; Family Structure; Futures (of Society); Marital Instability; Marriage; *Policy Formation; *Public Policy; Research Needs; Social Change; Social Influences; Social Science Research
IDENTIFIERS- *Australia; *Australian Family Research Conference

This seventh and concluding volume in a series containing the proceedings of the 1983 Australian Family Research Conference contains a panel discussion on policy making as well as the conference's closing address. Panel discussion members were Austin Asche, Peter Bailey, Jonathon Bradshaw, Marie Coleman, Lionel Murphy, David Scott, Pat Troy, and Malcolm Wicks. The discussion highlights the difficulties faced by both policy makers and those who provide them with information. The path from a family policy decision to the actual enactment of the policy is a very difficult one. In the closing address of the conference Don Edgar stresses the need for researchers to search for causes underlying changes in family structure by looking beyond the family itself at the underlying constructs that explain the changes. He suggests that perhaps social conditions now require a new family form. The volume concludes with a list of speakers and a subject index to the entire seven volumes. (RM)

ED 254 535 TM 850 035

Mueller, Richard J.
Building an Instrument to Measure Study Behaviors and Attitudes: A Factor Analysis of 46 Items.
PUB DATE- 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Students; *Attitude Measures; Factor Analysis; Factor Structure; Higher Education; *Item Analysis; *Metacognition; Rating Scales; Self Evaluation (Individuals); Student Attitudes; Student Behavior; *Study Habits; *Test Construction; Test Items; Test Reliability
IDENTIFIERS- *Study Behavior Inventory Form D; Study Habits Inventory (Wrenn)

The purpose of this study was to develop inventory items that measure the study habits and behaviors of adult students from a variety of college settings. There were two specific objectives: (1) to acquire as large and heterogeneous a sample as possible in order to factor out significant study behavior constructs for building a diagnostic and predictive instrument; and (2) to contribute to research on metacognitive processes of adult students. The 46-item Study Behavior Inventory, Form D (SBI-D) is a third revision developed from Wrenn's Study Habits Inventory (1941). It was intended to measure three major factors: (1) general study habits and behaviors; (2) reading and note-taking techniques; and (3) coping with examinations. Data were collected from 1,052 students from seven schools. Descriptive and factor analyses were done with the statistical Package for the Social Sciences. A test-retest-reliability study conducted with 62 Northern Illinois University students indicated a high degree of short range consistency. Factor analysis identified significant items. Internal consistency techniques established the reliability of the total inventory and item subscales. Best and poorest items were identified to provide an objective basis for future revision decisions. (BS)

ED 254 566 TM 850 182

Yagi, Kan; And Others
ECIA, Chapter I Disadvantaged Child Project in the Portland Public Schools, 1983-84 Evaluation Report.
Portland Public Schools, OR. Research and Evaluation Dept.
PUB DATE- Dec 84
NOTE- 44p.; For a related document, see ED 233 115.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Achievement Tests; *Basic Skills; *Compensatory Education; Elementary Secondary Education; Federal Programs; Instructional Materials; Performance Factors; Program Evaluation; Teaching Methods; *Test Results
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Evaluation Reports; Portland Basic Skills Achievement Levels Testing; Portland School District OR

This summary report evaluates the 1983-84 Portland Public Schools Chapter 1 program in terms of achievement gains on the Comprehensive Tests of Basic Skills and the Portland Achievement Test. The Chapter 1 project included three public high schools, 50 public elementary schools, and 14 nonpublic elementary schools. At any given time, about 7,000 students were receiving supplementary support in reading or math basic skills. Three types of programs were implemented: (1) the Prescription Learning System; (2) Help One Student To Succeed (HOSTS) and (3) individual school developed programs. Overall 1983-84 achievement gains for Chapter 1 students showed satisfactory progress, but varied widely among schools and grades. Four special studies of Chapter 1 programs were completed in 1983-84. The examination of test scores of students enrolled in Chapter 1 at different periods over three successive years showed that student enrollment histories must be considered when evaluating sustained gains. Two studies, investigating the effects of the two exemplary programs, found that neither was noticeably better than the traditional Chapter 1 programs at producing achievement gains. The fourth study also supports the contention that additional student experience variables must be considered when evaluating a school's Chapter 1 program effects on student achievement. (Author/BS)

ED 254 594 UD 024 116

Ochoa, Alberto M.; Wright, Pamela G.
Educational Characteristics of Paraprofessionals in Southern California: A Survey of Their Career Ladder Needs.
California Association for Bilingual Education, San Diego.
PUB DATE- 83
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education Programs; *Career Ladders; *Inservice Education; Job Satisfaction; Limited English Speaking; Migrant Programs; Occupational Aspiration; *Paraprofessional School Personnel; *Participant Characteristics; *Skill Development; Unions; Work Environment
IDENTIFIERS- California; Elementary Secondary Education Act Title I

The purpose of this study was to identify the career ladder needs of paraprofessionals as required by both California State and Federal educational mandates. Findings, gathered by questionnaires returned by 594 aides in seven southern and central Californian counties, are discussed in terms of the following: (1) personal characteristics; (2) working situation; (3) job satisfaction and career goals; (4) resources and support for career development; (5) perceived skills held and needed to be effective in the classroom; (6) attitudes regarding unionization; and (7) aides' perceptions of the linguistic and academic needs of limited English proficient and underachieving students at their school sites. The findings related to three critical issues in the professional development of paraprofessionals are also described: (1) the level of congruency between aides' perceptions of the skills needed to teach effectively, the skills suggested by legal requirements, and aides' assessments of their own skills; (2) the discrepancy between the perceived impact of paraprofessionals on students' skills and their own skill level, and how districts are addressing the need for inservice training and career ladder support; and (3) the attitudes of paraprofessionals toward unionization. Recommendations are made relating to: professional skill development; support systems in career ladder programs; unionization of paraprofessionals; and aides employed in bilingual, migrant, and Title I programs. Appended are materials giving more details on characteristics of aides in bilingual, migrant and Title I programs, a copy of the questionnaire, and a list of variables. (RDN)

ED 254 608 UD 024 135

Native Hawaiians Study Commission: Report on the Culture, Needs and Concerns of Native Hawaiians, Pursuant to Public Law 96-565, Title III. Final Report. Volume I.

Department of the Interior, Washington, D.C.

PUB DATE- 23 Jun 83
NOTE- 769p.; Written comments received by the Commission (pages 498-747) will not reproduce well due to small print; For Volume II, the dissenting report, see UD 024 136.
LANGUAGE- English
EDRS Price - MF05/PC31 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Demography; Economic Factors; Elementary Secondary Education; Ethnic Groups; Federal Government; Federal State Relationship; Government Role; Hawaiian; *Hawaiians; Health Services; Housing; Legal Problems; *Needs Assessment; Religious Factors; *Sociocultural Patterns; State Government; *State History
IDENTIFIERS- *Hawaii; *Land Rights

The findings and recommendations of a 21-month study of the culture, needs, and concerns of native Hawaiians are presented in this final report, the first volume of a report commissioned by the United States Congress. Following a brief description of the approach and methodology used and the executive summary, part I deals with socioeconomic and cultural factors affecting the past and present lives of native Hawaiians. The following topics are covered: (1) demography; (2) the historical and cultural background of native Hawaiian health and government health programs, both those covering all residents and those specifically for natives; (3) the education system; (4) housing costs and characteristics for native Hawaiians and other ethnic groups; (5) the history of Hawaii from ancient times through the adoption of the Reciprocity Treaty of 1875; (6) an explanation and description of the Hawaiian language and a discussion of historic preservation in Hawaii; and (7) an analysis of the native Hawaiian religion. Part II covers the following aspects of land-related claims and interests: (1) land laws and relationships; (2) diplomatic and congressional history, from monarchy to statehood; (3) existing law, native Hawaiians, and compensation; (4) the Hawaii Home Lands program; (5) Federal responses to the unique needs of native Hawaiians; (6) State responses to native Hawaiians' unique needs; and (7) private and local responses to the special needs of native Hawaiians. An appendix contains: Title III of Public Law 96-565, the Act that created the Native Hawaiians Study Commission; the substitute "Summary of Findings, Conclusions, and Recommendations" prepared by three dissenting Commissioners; a summary of the written comments received by the Commission during the public comment on the Draft Report of Findings; and the written comments themselves. (KH)

ED 254 520 SP 025 945

Marshall, John D.
Teaching's Most Taxing Traditions: Reflections on Evaluation and Grading.
PUB DATE- 83
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Academic Standards; Evaluation Criteria; *Grading; Informal Assessment; Nongraded Student Evaluation; *Student Evaluation; Teacher Influence

Evaluation and grading are individual and unique components of the formal learning/teaching process. Both acts embrace moral as well as ethical concerns which demand thorough, reflective attention. As teachers, we must admit to the subjectivity of both and use that subjectivity in a positive striving toward fairness. Our concern should be with the progress of individuals whom we can affect in a personal way. The final assignment of a grade then becomes little more than a legitimizing symbol. (Author)

ED 254 463 SO 016 261

White, Merry I.; Taniuchi, Lois K.
The Anatomy of the Hara: Japanese Self in Society.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- May 80
NOTE- 101p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Anthropology; Careers; *Child Rearing; *Cultural Differences; Culture; Elementary Secondary Education; Family (Sociological Unit); Family Life; Females; Foreign Countries; Higher Education; *Individual Development; Job Training; Males; On the Job Training; Parent Child Relationship; Preschool Education; Sex Role; *Sociocultural Patterns; *Values
IDENTIFIERS- *Japan; Life Cycles

Because Japanese society has traditionally emphasized the group rather than the individual, less research has been done to understand how Japanese culture conceptualizes the individual and how that individual develops within the society. This paper focuses on the individual in Japanese society. Following an introduction (Section I), Section II focuses on the self and society in Japan. Subtopics include the personal aspects of self (the "hara"), social aspects of the self, and society and affiliation. Specific topics cover definition, genesis, and components of the "hara" (the self) and its relation to abilities, social behavior, introspection, and the practice of "social moratoria"; social and anti-social behaviors and psychological disorders; and formal and informal modes of social interaction, homogeneity, uniqueness and affiliation, and the dual society. Section III presents cases of learning in Japanese society in the context of the maternal child-rearing process, training in the traditional arts, learning in the schools, and training in the workplace. Section IV examines the life cycles in Japan from infancy through retirement. A seven-page list of project research papers concludes the document. (IS)

ED 254 477   SO 016 277

Downey, Matthew T., Ed.
History in the Schools. National Council for the Social Studies Bulletin 74.
National Council for the Social Studies, Washington, D.C.
REPORT NO.- ISBN-0-87986-049-9
PUB DATE- 85
NOTE- 66p.; Based on 4 papers presented at the Boston Conference on the Status of History in the Schools (Boston, MA, November 22, 1982). Publication sponsored by the Special Interest Group for History Teachers.
AVAILABLE FROM- National Council for the Social Studies, 3501 Newark St., N.W., Washington, DC 20016 ($5.95 plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Educational History; Educational Needs; *Educational Practices; Educational Trends; Elementary Secondary Education; *History Instruction; Inservice Teacher Education; Instructional Materials; Public Schools; *Social Studies; Teacher Education; Teaching Methods; Textbooks

This examination of the condition of history instruction in the public schools offers chapters on four major areas of concern to educators: (1) the status of history in the schools; (2) problem areas in the history curriculum; (3) students, methods, and instructional materials; and (4) preparation and certification of history teachers. In the first chapter, Matthew T. Downey reviews the status of history in the curriculum as it has evolved over the years and concludes that although history remains a dominant subject in the social studies curriculum, patterns of enrollment and course offerings change from time to time. In Chapter 2, Douglas D. Alder and Matthew T. Downey discuss major challenges facing those concerned with history in the schools, especially the importance of restoring world history to its former place in the high school curriculum and U.S. history to the junior high curriculum. In chapter 3, Hazel W. Hertzberg recommends that future improvement in the teaching of history will be based on strengthening the link between purpose, content, method, and materials of instruction with each other and with the developmental needs and capacities of students. The chapter then discusses aspects of examining change through time, characteristics of historical inquiry, research on adolescent conceptualization of historical time, the value of active participatory learning, and the need for better materials. In the final chapter, Clair W. Keller presents recommendations for teacher preparation, certification, inservice education, and master's degree requirements. (LH)

ED 254 504 SP 025 847

WCOTP Report of Activities, 1983-1984.

World Confederation of Organizations of the Teaching Profession, Morges (Switzerland).

PUB DATE- 84
NOTE- 116p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Economic Development; *Educational Objectives; Elementary Secondary Education; Employment Opportunities; Foreign Countries; Global Approach; Higher Education; *International Cooperation; Policy Formation; Program Development; Relevance (Education); Social Action; Social Development; *Teaching (Occupation); *Technical Education; Vocational Education; *World Problems

This report covers the two-year period following the 1982 Assembly of the World Confederation of Organizations of the Teaching Profession (WCOTP), and summarizes proceedings of the 1984 Assembly held in Lome, Togo (August 3-9). The report deals with: (1) action taken to implement resolutions of the 1982 Assembly of Delegates; (2) representations to, and relations with, major international organizations; (3) development of policy; (4) defence of teachers' individual and collective rights; (5) communications and publications; and (6) regional programs and development assistance. The 1984 Assembly resolution on the theme topic, The Role of Technical and Vocational Education in Human, Social and Economic Development, is presented. Policy statements are presented on: (1) trade union rights; (2) education, training and access to employment for young people; (3) apartheid; (4) education of the disabled; and (5) school libraries. Non-theme resolutions and draft non-theme resolutions are included. A descriptive list is provided of over 80 WCOTP objectives and activities projected for 1985-86. A list of organizational members concludes the document. (JD)

ED 254 551 TM 850 161

Thomas, R. Murray

Fiddling the Data: Vested-Interest Influence on Educational Evaluation.

PUB DATE- 81
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Evaluation Methods; Evaluators; Expectation; *Integrity; Moral Values; *Program Evaluation; Program Implementation; Time Management
IDENTIFIERS- *Deception; Evaluation Problems; *Evaluation Reports; Honesty; Missing Data

Evaluation errors may be unintentional, caused by incompetence, or intentional caused by mendacity. This report is concerned, not with incompetence, but with the production of educational assessments flawed by an evaluator's deceit. The purposes of the paper are: (1) to identify conditions under which people purposely distort evaluation reports, (2) to describe common techniques they use to accomplish their aims, and (3) to suggest a kind of instruction that may help prevent, or at least help uncover, the intentional falsification of educational evaluations. The observations are based on cases gathered through discussions with people engaged in educational research and development, cases appearing in the professional literature, and the author's experience in evaluation activities in the United States and in Southeast Asia and the Pacific. Circumstances which invite distorted assessments are identified, methods used to falsify assessment results are described, and a type of instruction that may encourage greater honesty is suggested. (BW)

ED 254 449 SO 016 247

Kirschner, Suzanne
Ideological Themes in Movements for Child Labor Reform and in Images of Children in Literature in 19th Century England and America.
Harvard Univ., Cambridge, Mass. Graduate School of Education.

SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- May 83
NOTE- 36p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Historical Materials (060)
DESCRIPTORS- *Child Labor; Children; Child Role; Child Welfare; English Literature; European History; Foreign Countries; Labor Legislation; *Nineteenth Century Literature; Policy Formation; Public Policy; Romanticism; *Social Change; *United States History; United States Literature
IDENTIFIERS- *English History; Ideology; Nineteenth Century; United States

This paper explores ideological factors that influenced child labor reform and the image of the child as depicted in romantic and sentimental literature of 19th century England and the United States. In both countries the image of the child and the view of the relative roles of the parent and the state in bearing responsibility for children underwent dramatic change during this era. A reluctance to interfere with paternal authority and a laissez-faire attitude towards industry created, during the last 20 to 30 years of the 19th century, a new attitude of "social responsibility" on the part of the public and the state towards children. Within the contexts of different cultural and historical particulars in the two countries, some common patterns do emerge. It appears that the groups that were disempowered by the sweeping social changes beginning in the late 1700's used the symbol of the child as an expression of their own increasingly marginal sensibilities. After the 1860's the needs of the two nations to maintain military and industrial strength also played a role in the change to a social welfare attitude toward children. Sections on each country are divided into three subsections: (1) early history of child labor reform, (2) sentimental and romantic images of children in literature, and (3) post-1860 reform movements. (IS)

ED 254 490 SO 016 345

Tom, C. F. Joseph
Microeconomic Analysis with BASIC.
PUB DATE- Mar 84
NOTE- 42p.; Paper presented at the Annual Meeting of the Eastern Economic Association (10th, New York City, NY, March 15-17, 1984). Computer printout may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Business; *Computer Assisted Instruction; *Computer Software; *Decision Making; Decision Making Skills; Economic Factors; Economic Research; *Economics; *Economics Education; Higher Education; Problem Solving; Productivity
IDENTIFIERS- *BASIC Programing Language; Price; Profit Maximization; Supply and Demand

Computer programs written in BASIC for the study of microeconomic analysis with special emphasis in economic decisions on price, output, and profit of a business firm are described. A very brief overview of the content of each of the 28 computer programs comprising the course is provided; four of the programs are then discussed in greater detail. The first program discussed illustrates a demand function. The program is presented in a simple manner so that even students who have never touched a computer terminal can easily learn to use the computer and run the program. The second computer program described deals with the interaction of demand and supply and the effect of change in demand and/or supply upon equilibrium price and resource allocation. The third program deals with the derivation of a consumer's demand schedule by the utility indifference curve approach. The purpose of the fourth computer program described is to bring together both the sales and production functions into one unified general program for making economic decisions on price and output for profit, break-even, and shut-down conditions in the short run. For each program there are charts outlining program commands and sample printouts. (RM)

ED 254 521 SP 025 969

Hansen, Kenneth H.
Improving the Conditions and Quality of Teaching: State Policy Issues and Options. An Issues Analysis Paper.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Chief State School Officers of the Northwest and Pacific.
PUB DATE- Jun 84
NOTE- 13p.; A discussion draft.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *Educational Change; *Educational Policy; *Policy Formation; *State Departments of Education; State School District Relationship; State Standards; Teacher Employment Benefits; *Teacher Improvement

State Education Agencies (SEAs), in their pivotal role of representing the interests of both the public and the education establishment, must make constant reassessment of the directions which may be taken to improve education, and of the policy issues and options to be examined. These policy-level considerations can be brought into focus by reviewing the contexts in which the improvement of teaching must take place. SEA education policies concerning the improvement of teaching need to be at once sensitive to, and isolated from, political considerations. Other contextual factors in education reform are contradicatory trends, e.g., demands to make things tougher for students and simultaneously to have more concern for their individual needs. Established law and entrenched interests in education must be of concern in policy formation as well as the complex problems inherent in reasonable and sufficient state funding. SEA action for improvement of education must be concerned with what is crucial to real educational reform, what is amenable to change, and most clearly with what is in the area of state-level authority. Factors to be considered are: (1) political realities; (2) organizational and institutional power balances and alignments; (3) patterns of school organization; (4) current and projected fiscal resources; and (5) state level priorities. (JD)

ED 254 581 UD 024 049

Block Grants and Other Health Service Programs, 1984. Hearings before The Committee on Labor and Human Resources. United States Senate. Ninety-Eighth Congress, Second Session. On Review of Expiring Public Health Service Act Reauthorizations in Order to Improve the Health and Well-Being of the American People. (February 22, March 7 and 14, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- S.-Hrg.-98-1061

PUB DATE- 84

NOTE- 1,083p.; May not reproduce well due to small and light print.

LANGUAGE- English

EDRS Price - MF08/PC44 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Alcoholism; *Block Grants; Drug Abuse; *Federal Legislation; *Federal State Relationship; Health Services; Hearings; Medical Services; Mental Health Programs; Preventive Medicine; Primary Health Care; *Program Evaluation; *Public Health Legislation; State Aid

IDENTIFIERS- Congress 98th; Health Maintenance Organization Act 1973; National Health Service Corps; Public Health Service Act; Reauthorization Legislation

This series of Congressional hearings considers the five major Public Health Service Act reauthorizations due to expire at the end of fiscal 1984. Three of the health programs involved are block grant reauthorizations: (1) the alcohol, drug abuse and mental health block grant; (2) the preventive health services block grant; and (3) the primary care block grant. The others are the National Health Service Corps Amendments of 1984 and the Health Maintenance Organization Amendments of 1984. Many of the testimonies focus on the effectiveness or shortcomings of President Reagan's initiative of 1981 whereby Federal categorical programs were transfered to the States through block grants, among them the three Public Health Service block grants. Testimonies are heard from, among others, representatives of: the U.S. Department of Health and Human Services, the National Association of State Alcohol and Drug Abuse Directors, the American Medical Care Review Association, the National Alliance for the Mentally Ill, the National Mental Health Association, and numerous other medical, dental, nursing, and hospital associations. (RDN)

ED 254 505 SP 025 852

Mendell, Ron, Ed.
Leisure Today: Selected Readings. Volume III.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
REPORT NO.- ISBN-0-88314-287-2
PUB DATE- 84
NOTE- 168p.
AVAILABLE FROM- AAHPERD Publications, P. O. Box 44 Industrial Park Circle, Waldorf, MD 20601 ($12.95 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Athletics; Career Choice; College Students; Computers; Correctional Rehabilitation; Human Services; *Leisure Time; Older Adults; Play; Population Trends; Program Evaluation; Public Service Occupations; *Recreational Activities; *Recreational Programs; *Recreation Finances; Stress Management; Tourism
The articles in this compilation from issues of "Leisure Today"--a membership service which appears as an insert in the "Journal of Physical Education, Recreation, and Dance"-- address the trends, realities, and futures in the development of recreational and leisure programs. Readings have been selected on: (1) population dynamics and leisure; (2) coping with stress through leisure; (3) childrens' play; (4) employee recreation; (5) campus recreation; (6) leisure in correctional institutions; (7) tourism; (8) evaluating recreation programs; (9) computer applications in leisure programing; (10) managing leisure services; and (11) careers in leisure and recreation. (JD)

ED 254 536 TM 850 042

Schoen, Frederick, E.; Childs, John W.
Formative Evaluation of Instructional Products: Is It Worth It?
PUB DATE- 81
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Formative Evaluation; Instructional Development; *Instructional Materials; *Material Development; Models; Program Evaluation; *Validity
IDENTIFIERS- Evaluation Problems; Scriven (RC)

Formative evaluation of instructional materials may not be time efficient or cost effective. Scriven's definition of formative evaluation, used in this paper, applies to the assessment and refinement of instructional materials still under development. Implementation of formative evaluation techniques does not seem to yield significant improvement in learner performance after the first draft stage. Formative evaluation is difficult to validate and lacks generalizability. A simulation game, Return on Investment (ROI), was developed to assess the effectiveness of formative evaluation procedures. The formative evaluation model developed to revise the game was determined to be inadequate because no significant difference in learner performance was produced by the two versions of ROI. This was a further indication that the utility of formative evaluation as an instructional development technique is questionable. (DWH)

ED 254 552 TM 850 162

Hall, Vernon, C; Esposito, Marie

What Does Research on Metacognition Have to Offer Educators?

PUB DATE- Oct 84
NOTE- 48p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 24-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Cognitive Processes; *Educational Research; Epistemology; *Memory; *Metacognition; Psychological Studies; Researchers; Research Needs; Teaching Methods

This paper reviews major stidues in metacognitive research relating to education and discusses their implications for educators and teacher education. Metacognition generally refers to self-awareness, or self knowledge of one's thought processes. Two types of research are discussed: (1) descriptive or correlational data on the natural development of metacognition; and (2) studies on the trainability of metacognition. The developmental research explores metamemory, the feeling of knowing, memory monitoring, and comprehension monitoring. The overview of training research concentrates on three program efforts using educational interventions based on metacognitive findings: (1) Ann Brown's research with the mentally retarded; (2) research on training knowledge relevant for memory of discrete items reviewed by Pressley, Borkowski, and O'Sullivan; and (3) research on the effectiveness of metacognitive training, led by Bransford and Franks. Metacognitive research has progressed from investigations of discrete skills to a theory of intelligence and intellectual development. Findings have direct educational applications. Teachers should adapt metacognitive knowledge to instructional programs and pay attention to how their students learn. More theoretically-based research is needed which links metacognition to other cognitive theories. (BS)

ED 254 567 TM 850 184

Jonassen, David H.; And Others

The Effects of Learner-Generated versus Experimenter-Provided Headings on Immediate and Delayed Recall and Comprehension.

PUB DATE- Mar 85

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (68th, Chicago, IL, March 31-April 4, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- *Advance Organizers; Foreign Countries; Junior High Schools; *Learning Strategies; Pretests Posttests; *Reading Comprehension; *Recall (Psychology); *Retention (Psychology); Sex Differences

IDENTIFIERS- England; *Headings

Using the generative model of learning, this study investigates the effects of reader constructed text headings on readers' text recall and comprehension. One hundred pupils, ages 12-14, from the Blythe Bridge Comprehensive School, Staffordshire, England, were assigned to one of two treatment groups using a 1000-word passage. The experimental group students generated their own headings while headings were provided for the control group. Both immediate and one week delayed posttests, plus the Keele Reading Test, were administered. Results indicated no group differences in reading ability, immediate heading and fact recall, or delayed passage structure recall (matching test). The control group performed better on the delayed headings recall and the delayed arrangement recall. The experimental group performed better on the delayed recall inference test which suggests some higher level of understanding consistent with the generative hypotheses. Sex differences are also noted. (BS)

ED 254 595 UD 024 118

Reynolds, Wm. Bradford
Statement of the Assistant Attorney General, Civil Rights Division before The Federalist Society Symposium on Equality and the Law.
Department of Justice, Washington, D.C. Civil Rights Div.
PUB DATE- 2 Mar 85
NOTE- 12p.; Statement made at Georgetown University Law Center (Washington, DC, March 2, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Affirmative Action; Civil Rights; Employment Practices; *Equal Opportunities (Jobs); Labor Market; *Salary Wage Differentials; *Sex Discrimination; Sex Fairness; Social Bias
IDENTIFIERS- Civil Rights Act 1964 Title VII; *Comparable Worth

Comparable worth is a concept not merely alien but also inferior to the traditions of the American people. The thesis that jobs of "comparable worth" demand pay equivalency--at least as between male-dominated and female-dominated occupations--is unworthy of serious attention in both legal and economic terms. The consequences of accepting in the United States a system of compensation based on comparable worth would all be bad. The main criticisms of comparable worth are: (1) it is concerned neither with employment discrimination nor compensation discrimination but with the redistribution of wealth along gender lines; (2) it is difficult to determine how one would ascertain whether a certain job was comparable in value to another; (3) in an open economy individual compensation is determined not by the intrinsic societal value of the job but by the marketplace factors of supply and demand; (4) the wage gap between genders can be explained by factors other than gender-based discrimination; (5) as Title VII of the Civil Rights Act of 1964 requires only a showing of intentional discrimination, the demands of comparable worth go far beyond Federal civil rights legislation; and (6) comparable worth would increase taxes, require expensive administration, and increase unemployment. (RDN)

ED 254 609 UD 024 136

Native Hawaiians Study Commission: Report on the Culture, Needs and Concerns of Native Hawaiians. Final Report. Volume II. Claims of Conscience: A Dissenting Study of the Culture, Needs and Concerns of Native Hawaiians.

Department of the Interior, Washington, D.C.

PUB DATE- 23 Jun 83

NOTE- 194p.; For Volume I of the final report, see UD 024 135.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Federal Legislation; *Federal State Relationship; *Hawaiians; Legal Responsibility; *Needs Assessment; *State History; *Trust Responsibility (Government); United States History

IDENTIFIERS- *Hawaii; *Land Rights

Volume II of the final report of the Native Hawaiians Study Commission (NHSC) on the culture, needs, and concerns of native Hawaiians, this book contains a formal dissent to the conclusions and recommendations presented in Volume I made by three of the NHSC commissioners. Its principal criticism is that Volume I fails to address the underlying intent of the commissioned study: (1) to assess the American involvement in the take-over of the Kingdom of Hawaii; (2) based on the finding regarding American participation in the coup d'etat of 1893, to ascertain whether American culpability for injuries or damages suffered by Native Hawaiians existed; and (3) to advise about how to approach and answer any such Native Hawaiian claims. This volume of the report further states that critical support is lacking for Volume I's argument that the United States bears no legal or moral responsibility for the actions of American officals during the coup d'etat of 1893.

After an executive summary, flaws of methodology, interpretation, and conclusion in the following areas covered by Volume I are discussed: (1) the historical review of American participation in the overthrow of the Kingdom of Hawaii in 1893; (2) the conditions and terms of American annexation of the Hawaiian Islands; (3) the trust responsibilities of the Hawaiian Homes Act; and (4) the cultural and social needs of native Hawaiians. Recommendations are presented regarding rhe resolution of compensable claims by Native Hawaiians for losses of domain and dominion. (KH)

ED 254 464 SO 016 262

Taniuchi, Lois

Cultural Continuity in an Educational Institution: A Case Study of the Suzuki Method of Music Instruction.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 17 Oct 84
NOTE- 45p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adoption (Ideas); Anthropology; Case Studies; Child Development; Comparative Analysis; Cross Cultural Studies; *Cultural Differences; Educational Change; *Educational Philosophy; Elementary Secondary Education; Folk Culture; Foreign Countries; Higher Education; Mothers; Motivation Techniques; *Music Education; Parent Child Relationship; Parent Influence; Preschool Education; *Sociocultural Patterns; Student Motivation; *Teaching Methods
IDENTIFIERS- Japan; Suzuki (Shinichi); *Suzuki Method; *Talent Education Method; United States

As the Suzuki method of music instruction has spread from Japan to other countries, its methods have been modified to adapt to the culture of those countries. In this paper the Japanese cultural background, and the principles and methods developed in Japan are discussed and compared with the adaptations made in the United States. The Suzuki method is grounded in the Japanese mother-child relationship. Japanese culture has traditionally stressed early exposure to the arts, the importance of motivating the child, lengthy practice sessions, the use of role models, encouragement, and the development of a supportive group environment. For the Suzuki method in Japan, this has meant playing recordings of the music and having the child observe classes before participating, teaching the mother before the child, group teaching, and teaching by ear. In the United States motivation is viewed as more individualized, mothers are less involved in children's activities, children are less willing to practice for lengthy sessions, novelty is valued more than repetition, and music instruction has traditionally emphasized individualized instruction and reading musical scores. Because of these differences, the Suzuki method in the United States has moved from its original methods toward methods that accord with American cultural practices. (IS)

ED 254 478 SO 016 280

K-6 Art. Approved by the Minister of Education.

Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
REPORT NO.- ISBN-0-86497-111-7
PUB DATE- 83
NOTE- 587p.; Color prints on pages 41-50 may not reproduce clearly. For the grades 7-9 program, see SO 016 281.
LANGUAGE- English
EDRS Price - MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Appreciation; *Art Education; Art Materials; Child Development; Classroom Environment; Course Content; *Curriculum Design; Educational Objectives; Elementary Education; Fine Arts; Foreign Countries; Glossaries; Lesson Plans; Models; Program Development; Program Evaluation; Resource Materials; Safety; Special Education; State Curriculum Guides; Teaching Methods; Visual Arts
IDENTIFIERS- *Manitoba

A model elementary art curriculum for use in Manitoba (Canada) schools is outlined. The guide's first section provides an overview of the program, discussing why art is taught in grades 1-6, program design, goals, objectives, implementation and evaluation, special education, child development in art and a scope and sequence. The second section discusses techniques for teaching art appreciation and includes sample color plates. The teacher's role, program content, and facilities, equipment, and materials needed in art education at the kindergarten level are discussed in the third section. Sample activities are provided. The next three sections deal with the art program in grades 1-2, grades 3-4, and grades 5-6, respectively. For each of these three levels, the curriculum is outlined using three basic approaches: theme, medium, and design. Objectives, program content, and learning experiences and activities are provided for each approach. Appendices contain a glossary; a suggested list of art materials and equipment; suggestions concerning classroom organization and display; notes on media, techniques, and processes; a discussion of elements and principles of design; sample lesson plans; a bibliography of resource materials; and lists of hazardous art materials. (RM)

ED 254 491 SO 016 346

Barr, Saul Z.; Harmon, Oscar
Using Computers in Undergraduate Economics Courses.
PUB DATE- Nov 83
NOTE- 29p.; Paper presented at the Annual Meeting of the Southern Economics Association (53rd, Washington, DC, November 21, 1983). Document contains small, broken print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; Computer Literacy; Computer Software; *Economics Education; Higher Education; Homework; Instructional Improvement; Programing; Teaching Methods
IDENTIFIERS- *Statistical Analysis System

Seven computer assignments for undergraduate economics students that concentrate on building a foundation for programming higher level mathematical calculations are described. The purpose of each assignment, the computer program for it, and the correct answers are provided. "Introduction to Text Editing" acquaints the student with some basic commands; "Introduction to the SAS Computer Language" teaches students commands for data set definition, data set entry, and data set procedures. The third exercise is a graph-plotting problem dealing with supply and demand. "Plotting a Consumption Function" requires the student to enter data on consumption and income, plot the consumption function, and calculate the marginal propensity to consume and the simple multiplier. In "Plotting a Phillips Curve," students enter data on unemployment and inflation and sketch in the Phillips Curve(s) that best fits. In the money supply exercise students use a program that plots the money supply, with lags, against inflation. The last exercise asks students about the relationship between deficits and interest rates over time. Four illustrative plots are included at the end of the seven exercises. Computer software designed for economics instruction for adults is also described and a five-page bibliography on the use of computers in economics education is given. (IS)

ED 254 522 SP 025 973

Hiscox, Suzanne; And Others
How to Increase Learning Time. A Tool for Teachers.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Jun 82
NOTE- 52p.
CONTRACT- 300-79-0488; 300-79-0489; 300-79-0490
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Observation Techniques; *Classroom Techniques; Elementary Education; *Learning Strategies; Student Behavior; Teacher Effectiveness; *Time on Task

This booklet focuses upon ways in which a teacher can increase the amount of time students apply themselves to learning. Methods are presented for observing how much time students actually spend learning, for identifying which students are off-task, and for selecting teaching methods to increase students' learning time. Contents include information cn: (1) current research on time on task; (2) what is engaged time; (3) observation categories; (4) finding observers; (5) setting an observation schedule; (6) preparing the observer; (7) directions for observers; (8) evaluating observation results; (9) how to improve engaged time rates; and (10) effective classroom practices. Appendixes include definitions of observation categories and forms for rewarding student engagement information. plan for observations, and activity occurrence rates. (JD)

ED 254 537 TM 850 046

Hutchinson, T. P.
Nonsense Items in Multiple Choice Tests.
PUB DATE- Dec 84
NOTE- 14p.; Paper presented at the Annual Meeting of the British Psychological Society (London, England, December 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Guessing (Tests); *Mathematical Models; *Multiple Choice Tests; Psychometrics; *Scoring Formulas; Test Construction; *Test Items; Test Theory
IDENTIFIERS- England; *Nonsense Test Items; Partial Knowledge (Tests); Signal Detection Theory

One means of learning about the processes operating in a multiple choice test is to include some test items, called nonsense items, which have no correct answer. This paper compares two versions of a mathematical model of test performance to interpret test data that includes both genuine and nonsense items. One formula is based on the usual assumption that knowledge is all or none. The alternative formula incorporates the notion of partial knowledge adapted from signal detection theory. Results of a chemistry test taken by 407 subjects with four nonsense and 20 genuine items are used to compare the two formulas. A moderate correlation between the predictions and the findings indicate both model variations have some success, but the partial knowledge formula is the more accurate. (Author/BS)

ED 254 582 UD 024 058

The State of Affirmative Action in the Federal Government: Staff Report Analyzing 1980 and 1983 Employment Profiles.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- Aug 84

NOTE- 204p.; Tables may not reproduce well due to small print. Prepared by the Subcommittee on Employment Opportunities of the Committee on Education and Labor. United States House of Representatives 98th Congress, (not, at this time, officially adopted).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Affirmative Action; *Employed Women; *Employment Level; Employment Opportunities; Employment Patterns; Equal Opportunities (Jobs); *Federal Government; *Minority Groups; *Public Agencies; Racial Discrimination; Recruitment; Sex Discrimination

IDENTIFIERS- *Reagan Administration

Employment trends within 45 selected Federal agencies are surveyed in detail in an attempt to compare the utilization of minorities and women within the Federal Government. In addition the data are described as providing a benchmark for assessing the Federal Government's commitment to affirmative recruitment. Overall findings are the following: (1) Minorities and women suffered disproportionately from the Reagan Administration's reductions-in-force; (2) Agencies which reported participation rates for minorities and women equal to or higher than the Federal government-wide averages and reported progress for these groups in 1983, tended to reflect greater distribution of minorities and women in the mid-level bridge positions and/or upper grades as well; (3) Despite affirmative action goals and legislative mandates, minority status in the Federal workforce in 1983 had improved little over 1979--minorities continued to be clustered in the low salary grades; and (4) While women constituted nearly half of the total Federal Government Service (GS) workforce, they continued to be concentrated in the lower salary grades. They made limited progress in gaining employment at the mid or upper salary levels, but there was no significant advancement in their representation in the highest paying jobs. In the light of these findings and the prospect of a continued decline in the Federal workforce, it is concluded that a stronger commitment to affirmative action principles is called for. (RDN)

Kirschner, Suzanne

"Le Droit de L'Enfant:" Ideologies of the Child in 19th Century French Literature and Child Welfare Reform.

Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Jun 83
NOTE- 22p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Historical Materials (060)
DESCRIPTORS- Child Rearing; Children; *Child Role; *Child Welfare; Elementary Secondary Education; Foreign Countries; *French Literature; History; Legislation; Policy Formation; Public Policy; *Romanticism; Social Change
IDENTIFIERS- *France; Ideology; Nineteenth Century; Rousseau (Jean Jacques)

This paper examines ideological themes present in movements for child labor reform and in literature in 19th century France. Separate sections cover early industrialization and child labor reform, the image of the romantic child in French literature, and ideology and reforms. By the mid-19th century, England, America, and France all had their versions of the image of the sensitive, innocent, vulnerable child juxtaposed with that of a harsh, corrupting, damaging world. France had its version of this image, although French romanticists generally were neither as anti-industry or as child-centered as their English counterparts. A second French motif was that of the coddled bourgeois child sent off to the strict environment of the lycee (school). The name most commonly associated with such permissive childrearing practices in France is Jean Jacques Rousseau. His synthesis of already-existing practices into a systematic philosophy of the nature of the child contains themes which only began to be incorporated into French law over 100 years after the 1762 publication of "Emile." (IS)

ED 254 506 SP 025 879

Cuban, Larry
Teacher as Leader and Captive: Continuity and Change in American Classrooms. 1890-1980.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Sep 82
NOTE- 437p.
GRANT- NIE-G-81-0024
LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Behavior Change; Change Agents; *Classroom Techniques; Course Content; *Educational History; *Educational Theories; Elementary Secondary Education; Instructional Materials; Progressive Education; Student Centered Curriculum; *Teacher Behavior; Teaching Methods

Two specific questions guide this study: (1) Did teacher-centered instruction persevere in public schools during and after reform movements that had as one of their targets installing student-centered instruction? and (2) If the answer is yes, to what extent did it persist and why? If the answer is no, to what extent did instruction change and why? The first section opens with a description of teaching in the late nineteenth and early twentieth centuries taken from both primary and secondary sources. The progressive reforms of these years are included. This description is followed by a chapter of case studies on New York City, Denver, and Washington, D.C. during the 1920s and 1930s. Chapter three surveys teaching practices nationally during these two decades, including rural schools. Case studies of classroom practices in Washington, D.C., New York City, and North Dakota between 1965 and 1980 are summarized. The final section on classroom practices offers an intensive look at classroom teaching in Arlington, Virginia schools (1974-81). The concluding chapter is an essay on continuity and change in teaching in this century. (JD)

E 54 568 TM 850 185

Barbery, Madeline

Evaluating Inservice Training Programs: District Response to State Mandate.

PUB DATE- Mar 85

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985). For the Inservice Evaulation Handbook, see TM 850 186.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Board of Education Policy; Classification; *Competency Based Teacher Education; Criterion Referenced Tests; *Evaluation Methods; Guidelines; *Inservice Teacher Education; Postsecondary Education; School Districts; Standards; *Teacher Evaluation; Test Construction

IDENTIFIERS- *Florida (Pasco County)

This paper describes the development of standardized evaluation procedures for Pasco County's inservice teacher education. Since 1983, legislation requires teacher education centers in Florida to report attainment data based on measurable objectives. Using a classification system adapted from the "Rand Change Agent Study," directors and supervisors categorized each unit of their inservice components as one of seven types of inservice. An appropriate evaluation procedure designed to provide evidence of the increased knowledge and skill of participants was identified for each inservice type. These activities culminated in the generation of an inservice classification system with a concomitant evaluation strategy with two types of instruments--achievement tests and rating scales. The "Inservice Evaluation Handbook" was created to provide assistance in developing these instruments. Although implementation difficulties emerged much progress was made in inservice evaluation. (Author/BS)

ED 254 596 UD 024 119

The Financing of Education in Latin America. Proceedings of a Seminar.

Inter-American Development Bank, Washington, D.C.

PUB DATE- 78
NOTE- 392p.; Seminar on The Financing of Education in Latin America (2nd, Mexico City, Mexico, November 27-December 1, 1978). Cosponsored by the Government of Mexico.
LANGUAGE- English
EDRS Price - MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Economic Development; *Educational Change; *Educational Development; *Educational Economics; Educationally Disadvantaged; Educational Objectives; Educational Planning; *Educational Policy; Elementary Secondary Education; Equal Education; Financial Support; Foreign Countries; Literacy Education; Needs Assessment; Postsecondary Education; Private Financial Support; *Public Policy; Resource Allocation; Rural Education; Rural Urban Differences; Social Change; Technical Education; Vocational Education
IDENTIFIERS- *Latin America

The proceedings of a seminar on the financing of education in Latin America are recorded here. In the Seminar's 11 sessions, technical officials from Latin American countries discussed and analyzed two broad areas of mutual interest. The first area was the relationship between expanding educational programs, their cost and financing, and socioeconomic development in the context of each country's historical experience. The second area was the adoption of new policies and priorities in the educational sector, in particular the need to shift the emphasis from high unit cost secondary and postsecondary levels to low unit cost primary levels, and the attendant social and economic benefits accruing to lower income groups. In this context, forms of vocational training and technical education that might enable new types of non-budgetary fiscal resources to be brought to bear on the problem were considered. The need to give special emphasis to the rural and urban marginal sectors of the population, to assign priority to primary education, and to extend the coverage and improve the quality of that education was also examined, as was the need to increase public outlays if dropout and repetition rates were to be reduced. (Author/RDN)

ED 254 610   UD 024 151

Ventura, Stephanie J.
Births of Hispanic Parentage, 1981.
National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
REPORT NO.- DHHS-PHS-85-1120
PUB DATE- 11 Dec 84
NOTE- 17p.; For related document, see ED 245 055.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Collected Works - Serials (022)
DESCRIPTORS- *Birth Rate; *Birth Weight; Demography; *Early Parenthood; *Educational Attainment; Health; *Hispanic Americans; *Illegitimate Births; Pregnancy; Secondary Education; Unwed Mothers
IDENTIFIERS- Midwives; *Prenatal Care

In 1981, information on births of Hispanic parentage was available for 22 States. The completeness of reporting of Hispanic origin continued to increase, with somewhat greater improvements measured for origin of the mother than of the father. The fertility rate of the Hispanic population continued to be very high: 97.5 births per 1,000 women, aged 15-44 years (50 percent higher than the rate for non-Hispanic women. The fertility rate for Mexican women was again highest among various Hispanic groups. Teenage childbearing was relatively more frequent among Hispanic than white non-Hispanic groups and families tend to be larger. Nearly one-quarter of Hispanic-origin births were to unmarried mothers, and only half of all Hispanic mothers in 1981 had completed high school (but in this category, as in the others reported, significant differences existed between various Hispanic groups). Furthermore, in 1981, Hispanic mothers were more likely to receive delayed prenatal care, and more likely to make fewer visits for care than non-Hispanic mothers. However, the incidence of low birth weight among babies born to Hispanic women was generally comparable to that observed for births to white non-Hispanics, and while the percent of Hispanic births attended by midwives was higher than that for non-Hispanic groups, it was still very low (3.6 per cent). (Following the narrative portion of this report, twelve statistical tables and notes on data collection and analysis are presented). (KH)

ED 254 465 SO 016 263

Iwao, Sumiko
Skills and Life Strategies of Japanese Business Women.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 8 May 84
NOTE- 37p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Business; Case Studies; *Entrepreneurship; *Females; Foreign Countries; Individual Characteristics; *Sex Role; Sociocultural Patterns; *Success; Values
IDENTIFIERS- *Japan

In this paper, case studies of two successful Japanese businesswomen illustrate how traditional Japanese cultural values and female sex roles have enabled women to succeed in business. These two cases were chosen as representative from a sample of 56. The businesses discussed are in very different sectors of the economy. One is a traditional and expensive Japanese restaurant. This type of business has historically been owned or operated by women. The other is a veterinary pharmaceuticals company, an area in which women have not traditionally been involved. Despite strong personality differences between the two women, both businesses are successful, partially because their owners exhibit values of thrift, industriousness, harmony and avoidance of conflict, and empathy, all of which are associated with the traditional female sex role in Japan. (IS)

ED 254 553 TM 850 164

Hunter, John E.
Are Validities Generalizable? An Empirical Assessment.
PUB DATE- 2 Apr 85
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Cognitive Ability; Error of Measurement; *Job Performance; *Meta Analysis; Personnel Selection; *Predictive Validity; Predictor Variables; Research Methodology; *Test Validity
IDENTIFIERS- Employment Service; *General Aptitude Test Battery

Drawing from work on the meta-analysis of over 500 validation studies of the General Aptitude Test Battery (GATB) by the U.S. Employment Service, the paper presents a methodological message and a substantive message. Gene Glass's methods, as used by Edwin Ghiselli in personnel selection, ignore study artifacts (sampling error, error of measurement, and range restriction) and lead to a misinterpretation of effect size across studies. Therefore, conclusions on the low predictive power of cognitive testing and the need for local validation are false. Meta analysis has dramatically altered the knowledge from personnel selection studies. Validity (Tables 1 and 2) show that general cognitive ability predicts performance in every job, and better than other pretraining predictors (Table 3). Current job performance predicts future job performance as well as ability (Table 4). While general cognitive ability predicts job performance primarily because it correlates highly with job knowledge, the beta weight indicates ability is also directly related to performance. A detailed, five-page topic outline is appended. (BS)

7-9 Art. Approved by the Minister of Education.

Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.

REPORT NO.- ISBN-86497-110-9
PUB DATE- 83
NOTE- 535p.; Color prints on pages 33-40 may not reproduce clearly. For the grades K-6 program, see SO 016 280.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescent Development; Adolescents; *Art Activities; *Art Appreciation; *Art Education; Ceramics; *Curriculum Design; Design; Developmental Stages; Educational Objectives; Foreign Countries; Freehand Drawing; Junior High Schools; Models; Painting (Visual Arts); Photography; Program Development; Program Implementation; Resource Materials; Safety; Sculpture; Special Education; State Curriculum Guides; Teaching Methods
IDENTIFIERS- *Manitoba

A model junior high school art curriculum for use in Manitoba (Canada) schools is outlined. The first section provides an overview of the whole program, discussing rationale, goals, student objectives, the adolescent stage of visual development, the special student, the design of the guide, program implementation, and a scope and sequence. Methods for teaching art appreciation are discussed in the second section. Sample color plates are included. Elements and principles of design are the foci of the third section. The next seven sections deal with drawing, painting, printmaking, sculpture, ceramics, fiber arts, and photography. Each of the sections outlines the curriculum for grades 7, 8, and 9. Objectives, suggested activities, and emphases and resources are provided. Appendices list hazardous art materials and resource materials. (RM)

ED 254 523 TM 840 678

Cavatta, Jerry C., Comp.; Borgrink, Henry, Comp.
New Mexico School District Profile: 1982-83 School Year.
New Mexico State Dept. of Education, Santa Fe. Evaluation, Assessment, and Testing Unit.
PUB DATE- 83
NOTE- 201p.; For a previous edition, see ED 224 628.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; Ethnic Groups; Institutional Characteristics; Profiles; School Demography; *School Districts; School Funds; *School Statistics; Standardized Tests; *State Surveys; *Student Characteristics; *Teacher Characteristics; Testing Programs; *Test Results
IDENTIFIERS- American College Testing Program; Comprehensive Tests of Basic Skills; *New Mexico; New Mexico High School Proficiency Examination

The purpose of this report is to provide a broad cross section of data on the operation and performance of New Mexico public schools. Data on school district characteristics (40-Day Average Daily Membership; and percent in kindergarten, bilingual, Chapter 1, and special education programs), teacher characteristics (pupil-teacher ratio, salaries, experience, education, and ethnicity), pupil characteristics (ethnicity, grade repeaters, dropout rate, and mobility), school finance (expenditures per pupil and income), high school graduates, and test results (American College Testing program, Comprehensive Tests of Basic Skills, and New Mexico High School Proficiency Exam) are presented for each school district. The profile has three major sections. Section I explains each variable, cites data sources, and briefly discusses the data. Section II contains tables of the actual value of variables used in Section III. Section III presents horizontal bar graph displays of school district and statewide data, arranged alphabetically by school district. The New Mexico school districts are very diverse in community resources and limitations which has a major impact on the data in this report. Conclusions about educational quality in a district or districts cannot be made without additional knowledge of non-educational parameters. (Author/BS)

ED 254 538 TM 850 049

Saretzky, Gary D.
Treatment of Scores of Questionable Validity: The Origins and Development of the ETS Board of Review--ETS Archives Occasional Paper.
Educational Testing Service, Princeton, N.J.
PUB DATE- 7 Sep 84
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Achievement Tests; *Administrative Policy; Cheating; *College Entrance Examinations; Organizational Change; *Scores; *Testing Problems; Testing Programs; *Validity
IDENTIFIERS- *Educational Testing Service; *Review Panels

This report provides historical background on the origins, development and procedures, of Educational Testing Service's (ETS's) Board of Review. Established in 1969, the Board of Review makes final decisions for all test scores of questionable validity. ETS cancels or withholds scores believed to be invalid. Reasons for invalid scores range from improper testing conditions to overt candidate misconduct. Between these extremes lie the problems of questionable validity. Cheating on tests has been a recognized problem since the College Entrance Examination Board's founding in 190[illegible]. After the 1947 establishment of ETS, first test program directors, then a security officer (1956) were responsible for test score investigations. In the 1960's the Law School Admission Council's concern led to a review of ETS test security procedures directed by Robert Smith, and the subsequent establishment of the Board of Review. While there have been ongoing policy changes and procedural refinements (most notably increasing reliance on sophisticated statistical methods and computer technology) the key element is unchanged. ETS interest is in the validity of the scores it reports, not in providing evidence or judgments of candidate misconduct. Court cases concerning score reporting have upheld ETS policies. (BS)

ED 254 583 UD 024 074

Thomas, Franklin A.
Race Relations and Ethnicity.
Ford Foundation, New York, N.Y.
PUB DATE- Jan 85
NOTE- 27p.; Whitney M. Young, Jr. Memorial Lecture (1st, Columbia University, New York, NY, October 24, 1984).
AVAILABLE FROM- The Ford Foundation, 320 East 43 Street, New York, NY 10017 (Free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affirmative Action; Black Family; Black Youth; Civil Rights; *Cultural Pluralism; *Ethnic Relations; Foreign Countries; Government Role; Minority Groups; Poverty; Public Policy; *Racial Discrimination; *Racial Relations
IDENTIFIERS- *South Africa; *United States

This presentation focuses on the state of race relations in South Africa and the United States as viewed against the backdrop of threats to world peace. It is argued that pluralism is likely to persist within most societies and should be recognized as both a potential threat and a potential benefit. As a strategy for peaceful pluralism in both South Africa and the United States, three key principles are articulated: (1) respect for the inherent equality of individuals and protection of their civil liberties; (2) equitable access to political and economic power; and (3) encouragement of society's peacemakers. Americans, it is argued, should feel especially responsible for human rights in South Africa because: (1) it is morally right; (2) it is the obligation of the free world's leading power; (3) the people of South Africa want the understanding of the United States; and (4) the United States has extensive interests in South Africa. In the United States itself, although blacks, minorities, and women are far from fully equal, the failure to eliminate the legacy of racial discrimination does not mean nothing has improved; however, in the late 70s and especially since 1980, much of the progress achieved in the two preceding decades has been stalled or reversed. The United States, it is concluded, is at a critical time in its march toward equality. (RDN)

ED 254 451 SO 016 249

Kirschner, Suzanne
Some Issues in the Historiography of Childhood and Youth.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Jan 84
NOTE- 42p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Child Rearing; *Children; Cross Cultural Studies; Foreign Countries; *Historiography; Interdisciplinary Approach; Literature Reviews; Parent Child Relationship; Psycholcgy; Sociocultural Patterns
IDENTIFIERS- Aries (Philippe); *Europe

In order to develop an understanding of the history of childhood, an interdisciplinary approach is needed. Such an analysis presents special challenges, since different traditions of inquiry and interpretation generate different research questions and correspondingly divergent versions of the past and its relationship to the present. At this point the phrase "history of childhood" means different things to different people. To Philippe Aries ("Centuries of Childhood") it means understanding how the concept of childhood emerged culturally as a separate stage of human development. Aries has been heavily criticized for not fully considering the relationship of socioeconomic conditions and ideological trends and transformations. A different point of view comes from those who take a psychohistorical perspective, which emphasizes the effect of different childrearing styles and environmental characteristics on child development. The third perspective comes from authors who stress the relationship of demographic, economic, and sociological factors to the emergence of modern beliefs and practices concerning children. In order for a complete understanding of the history of childhood to emerge, all these perspectives must be considered. A seven-page list of project research papers concludes the document. (IS)

ED 254 492 SP 025 301

Zverev, I. D.
Teaching Methods in the Soviet School.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
PUB DATE- 83
NOTE- 118p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Communism; Educational Strategies; *Educational Theories; Elementary Secondary Education; Foreign Countries; Individual Development; Interdisciplinary Approach; Learning Strategies; *Marxian Analysis; Student Attitudes; Teacher Effectiveness; *Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *USSR

A multidisciplinary analysis of education in the USSR is used to clarify the overall working of the educational process by highlighting one of its essential components--teaching methods. These methods are considered from the standpoint of the dialectic which brings together teaching and learning and underlies the teacher/pupil relationship. In the Soviet system, this synthesis is compatible with the broad goal of the communist upbringing of students through education. Chapter topics are: (1) essence and definition of teaching methods; (2) historical background; (3) teaching methods compared with other educational concepts; (4) psychological background; (5) functions of teaching methods; (6) classification of teaching methods; (7) systems of teaching methods and techniques; (8) methods of teaching by problem orientation; (9) variety and specificity of teaching methods; (10) interdisciplinary teaching methods; (11) selection and combination of teaching methods; and (12) teachers' contributions to methodology. A glossary of educational terms is appended. (JD)

ED 254 507 SP 025 881

Stecher, Brian
Training Teachers to Use Computers: A Case Study of the Summer Training Component of the IBM/ETS Secondary School Computer Education Program. Research Report.
Educational Testing Service, Princeton, N.J.
PUB DATE- Jun 84
NOTE- 45p.
AVAILABLE FROM- Educational Testing Service, Research Publications R-116, Princeton, NJ 08541.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Literacy; *Computer Science Education; *Inservice Teacher Education; *Institutes (Training Programs); *Program Effectiveness; Program Evaluation; Research Utilization; Secondary Education; *Secondary School Teachers

A training program in computer educationtTested in 89 secondary schools focused on the use of computers as tools in all subject areas. Each school received enough computers and software from IBM to equip a full computer laboratory. The schools were organized into local networks in eight regions and received training and continuing support in these network groups. At least three teachers from each school participated in a month-long, intensive computer education program prior to the receipt of the computers. At the hub of each local network was a Teacher Training Institute (TTI) which provided training and on-going support during the project year. This report documents the TTI computer training programs and identifies critical features of the project that related to its success. The report includes a discussion of the methodology employed in the study, a description of the form and content of the computer education institutes, a narrative account of a "typical day" in one of the training programs, an evaluation of the program from participants' perspective, and an analysis of the kinds of personal and organizational characteristics that correlate with successful computer education activities. (JD)

ED 254 554 TM 850 165

Dielman, T. E.; Horvatich, Paula K.

Interrater Reliability and Internal Consistency of Student and Staff Ratings of Medical Instruction.

PUB DATE- Mar 85
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Evaluation Methods; Graduate Medical Education; Higher Education; *Interrater Reliability; *Medical School Faculty; Peer Evaluation; *Rating Scales; Student Evaluation of Teacher Performance; *Teacher Evaluation; *Test Reliability
IDENTIFIERS- *University of Michigan Medical School

The purposes of this study were to establish the interrater reliability, dimensionality, and internal consistency of an instruction evaluation instrument used at The University of Michigan Medical School. Using the nine-item rating scale, 1,758 student ratings and 88 staff ratings were gathered on 61 faculty. Interrater agreement ranged from .28 to .53 among students, from .11 to .70 among staff, and from .28 to .70 between students and staff. Separate factor analyses of student and staff data showed all items except one exhibited high loadings on a single factor. The eight items forming this factor were summed with unit weighting to form a total "Teaching Quality" index score for each instructor. Internal consistency (Cronbach's alpha) coefficients for this index were .92 for student raters and .93 for staff raters. Although this evidence for reliability is compelling, the question of validity remains. Validation methods depend on how the instructional ratings are used. The instructor evaluation form is appended. (Author/BS)

ED 254 569 TM 850 186

Inservice Evaluation Handbook. Master Inservice Plan.

Pasco County District School Board, Land O'Lakes, FL. Dept. of Research and Evaluation.

REPORT NO.- MIS-D-85-002
PUB DATE- Jan 85
NOTE- 27p.; For related document, see TM 850 185.
AVAILABLE FROM- Department of Research and Evaluation, District School Board of Pasco County, 7227 U.S. Hwy. 41, Land O'Lakes, Florida 33539.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; Behavioral Objectives; Board of Education Policy; *Competency Based Teacher Education; *Criterion Referenced Tests; Guidelines; *Inservice Teacher Education; Postsecondary Education; Rating Scales; *Teacher Evaluation; *Test Construction; Test Items
IDENTIFIERS- *Florida (Pasco County)

This handbook provides assistance with developing evaluation instruments for inservice teacher education components in the Pasco County School District. Its purpose is to facilitate compliance with 1983 Florida legislation requiring the reporting of inservice teacher education attainment data based on measurable objectives. The handbook contains instructions for: (1) writing instructional objectives which define specific competencies in terms of learner outcomes; (2) identifying the inservice component type to determine the appropriate instrument; (3) developing achievement tests for component types I and V (item construction, item selection, and test form); (4) developing rating scales for component types II-IV and VI (writing items, physical appearance, reliability and validity); and (5) submitting instruments to the Department of Research and Evaluation Services for approval. The appendix contains definitions for the six inservice component types. (BS)

ED 254 597 UD 024 120

Scott, Patricia Bell

Some Thoughts on Black Women's Leadership Training. Working Paper No. 90.

Wellesley Coll., Mass. Center for Research on Women.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.

PUB DATE- 82

NOTE- 22p.; Revised version of paper presented at Luncheon Seminar, Wellesley College Center for Research on Women (Wellesley, MA, February 21, 1981).

GRANT- HEWG008006124

AVAILABLE FROM- Wellesley College Center for Research on Women, Wellesley, MA 02181 ($3.00 per copy).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Black Colleges; *Black Leadership; Black Students; Community Leaders; *Females; Higher Education; *Leadership Training; Sex Discrimination; *Sex Role; Sex Stereotypes; Social Bias; Socialization; Youth Clubs

Since leadership studies tend to deal with powerful public personalities, and since leadership in the U.S. is biased in terms of race, class, and sex privileges, it is not surprising that the contributions of black women leaders go largely unrecognized and that studies on black female leadership are scant and present an incomplete picture. To correct this, more ethnographic studies of communities, church groups, and families are called for, in order to determine how leadership emerges, is exerted, and is taught. Whether it can be taught, indirectly by religious and educational institutions, or directly by special courses, is still being debated. As far as black women are concerned, educational and religious institutions have done little to foster leadership training. It has been the social and church clubs and informal community networks that have been the training grounds for black women leaders. There are obstacles to such leadership training, however: (1) declining participation in the clubs; (2) the negative myth of the black matriarchy; (3) the socialization of black girls away from male-dominated areas such as politics; and (4) the neglect of black women community leaders by public institutions and the media. And finally, although it is debatable whether college extra-curricular activities have played a serious role in the promotion of black women's leadership except for the nurturance provided by women students' clubs and sororities, it seems that the extra-curriculum has become even less responsive to women's leadership potential over the past decade. (CMG)

ED 254 466 SO 016 264

Shiang, Julia
"Heart" and Self in Old Age: A Chinese Model.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 15 Jun 84
NOTE- 48p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Aging (Individuals); Anthropology; Case Studies; Child Role; *Chinese Americans; *Chinese Culture; *Cultural Differences; Ethnic Groups; Ethnography; Extended Family; Family Life; Financial Support; *Parent Child Relationship; Parent Role; Sex Role; Social Change; Sociocultural Patterns

The relationship between Chinese-Americans and their elderly parents is examined in the context of the Chinese concept of "heart." The Chinese word "heart" expresses a concept central to the dynamics of family transactions and especially to the relationship of elderly parents to adult children. Chinese culture is not a physically or verbally demonstrative one. Caring is often expressed by transactions whose meaning goes beyond the presentation of the gift. "Heart" means to be thinking about the other person, to be willing to provide, and to anticipate desires rather than wait for requests. This study focuses on such transactions between parents and children in 22 Chinese American families living in the Boston area. It covers an 18-month period. Children who had been financially provided for were now expected to show "heart" by providing for their parents. Not all were equally willing to do so. Some withheld support or moved away as a way of expressing their independence. Differences were found both within and between families as they adpated to a new culture. Change was also evident in an increasing reliance on daughters as well as on sons. (IS)

Goldstein, Harvey; Nuttall, Desmond
Recent Developments in Assessment Procedures in England and Wales.
PUB DATE- Apr 85
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, April 1-3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Tests; Criterion Referenced Tests; *Educational Assessment; *Educational Change; Educational Testing; Evaluation Needs; *Foreign Countries; High Schools; Student Certification; Student Evaluation; *Testing Problems; *Testing Programs
IDENTIFIERS- Certificate of Pre Vocational Education; *England; General Certificate of Education; *Wales

Focusing on technical issues, this paper critiques proposed changes in assessment procedures at the further educational level (ages 16 through 18) in England and Wales. Major structural changes are taking place at this educational level, partly because of large scale youth unemployment. The two current examination systems for the final year of cumpulsory education, the Ordinary (O) level of the General Certificate of Education (GCE) and the Certificate of Education (CSE), are now being combined in a General Certificate of Secondary Education (GCSE) with courses starting in 1986. A new 17-plus exam, the Certificate of Pre-Vocational Education (CPVE) is also being introduced. In addition two major initiatives are taking place in the schools: (1) student profiles, or records of achievement; and (2) graded or graduated assessments. All these innovations are characterized by a commitment to development and implementation without adequate evaluation. This lack of concern for curricular and organizational consequences or major technical problems (such as criterion referencing, score equating, and reliability) reflects a widespread disillusion with the academically divisive and unreliable current examination system (BS)

ED 254 452 SO 016 250

Kirschner, Suzanne

The Birth of the Child Study Movement in the U.S.: Some Ideological, Social and Institutional Influences.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).

PUB DATE- Jun 83

NOTE- 32p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Child Development; Children; Child Role; Educational Change; *Educational Philosophy; Educational Policy; Elementary Secondary Education; Evolution; *Intellectual History; Literature Reviews; Psychology; Romanticism; Social Change; Sociocultural Patterns

IDENTIFIERS- *Child Study Movement; United States

This paper explores some of the intellectual forces and themes connected to the emergence of the child study movement as a focus of scientific interest and research. This analysis is followed by a look at some institutional and social developments, which, it has been suggested, created needs and demands for the systematic study of children. Finally, there is an examination of the history of the movement itself: its chronology, methods and foci of study, some key figures associated with it, and its relationship to and reception by popular and academic audiences. The paper is divided into five sections: (1) early romantic theories of education and studies of development; (2) a note on nonromantic ideological strains in American psychology and education; (3) the influences of Darwinism; (4) social and institutional connections and influences; and (5) the child study movement, covering its major theoreticians, ideas, journals, goals and decline. A seven-page list of project research papers concludes the document. (IS)

ED 254 480 SO 016 282

King, Timothy; Kelley, Allen C.

The New Population Debate: Two Views on Population Growth and Economic Development. Population Trends and Public Policy, Number 7.

Population Reference Bureau, Inc., Washington, D.C.

PUB DATE- Feb 85

NOTE- 28p.; Photographs may not reproduce clearly.

AVAILABLE FROM- Circulation Dept., Population Reference Bureau, Inc., P.O. Box 35012, Washington, D.C. 20013 ($3.00; prepaid plus postage and handling).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Debate; Developed Nations; *Developing Nations; *Economic Development; Global Approach; *Hunger; *Overpopulation; *Population Growth; World Problems

IDENTIFIERS- Third World

Articles representing two views on the issue of rapid population growth and economic development are presented. Although the authors present different perspectives, they agree on many of the fundamentals. For example, both reject alarmism about impending "population explosions" and the use of population as a scapegoat for all Third World ills. Together, their research casts rapid population growth in the role it is now understood to play: not as the sole cause of underdevelopment, but as an accomplice aggravating other existing problems. In the first article, "Population and Development: Back to First Principles," Timothy King of the World Bank counters views expressed by Julian Simon in "The Ultimate Resource" (e.g., Simon's position that the global situation with respect to the supply of raw materials, energy, and food is not as bad as people think). King emphasizes the need to examine population problems country by country since "global trends mask a variety of conditions." In the second article, "The Population Debate: A Status Report and Revisionist Interpretation," Allen C. Kelley of Purdue University calls for an interpretation of the role of population growth in economic development which de-emphasizes some of the traditional hypothesized direct influences of population. Kelley characterizes rapid population growth as a catalyst that brings other problems to a head faster and limits the time in which political solutions must be found. This consensus on the role of rapid population growth is displayed in the authors' analyses of the African food crisis of the 1980s. King sees limited technology and weak incentive to producers as the main culprits, while Kelley attributes famine to inadequate distribution of food and income. (LH)

ED 254 493 SP 025 420

Smith, G. Pritchy

Impact of Competency Tests on Teacher Education: Ethical and Legal Issues in Selecting and Certifying Teachers.

PUB DATE- 84

NOTE- 5[illegible]p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Admission Criteria; *Court Litigation; Educational Legislation; Higher Education; *Minimum Competency Testing; *Minority Group Teachers; Racial Discrimination; *State Standards; *Teacher Certification; Teacher Selection; Testing Problems; *Test Validity

Ethical issues involved in competency testing of teachers are raised by the following considerations: that (1) the initiative for the movement came from state legislatures and boards of education rather than from educators; (2) in some states, the testing of teachers is paralleled by a movement to assess the basic skills of public school students; (3) competency testing of teachers has come about despite research inadequate to show direct relationship between performance on the tests and on-the-job-competence; (4) the predictive validity of the tests has been generally unsubstantiated; (5) the tests are more often norm-referenced than criterion-referenced; and (6) cut scores have been consistently set at a level high enough to eliminate disproportionate numbers of minority students from the teaching profession. An analysis of minority performance on teacher competency tests is presented from 10 southern and border states. Selected key cases are examined to determine the legal principles underlying testing, and the relationship of the role of the courts to the growth of the competency testing movement, despite evidence that it has a negative impact on minority groups. Recommendations are offered for achieving a balanced solution to an inequitable situation. Tables are presented depicting states which have mandated competency tests and states discussing adopting the tests. (JD)

ED 254 570 TM 850 187

Williams, Warren S.; Iverson, Bethany
Evaluating Locally Developed Needs Assessment Measures.
PUB DATE- Mar 85
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Admission Criteria; Cognitive Measurement; *Compensatory Education; Cutting Scores; Evaluation Methods; *High Risk Students; Primary Education; Psychomotor Skills; School Districts; *Screening Tests; Teacher Attitudes; *Test Reliability; *Test Validity
IDENTIFIERS- *Taylor Public Schools

Four studies of the reliability and validity of needs assessment instruments developed by the Taylor Public Schools, Michigan, are described. The studies focused on the stability of student scores, classification stability, content validity, and concurrent validity. Consisting of separate tests for kindergarten, first and second grade, the instruments were designed to assist the school system in student selection for its compensatory education programs. Test scores were only modestly stable over a period of two to three weeks. The instruments did not reliably classify students for eligibility for compensatory education. Classroom teachers believed the tests measured important skills well. Correlations between teacher nomination for compensatory education and test scores were low. The studies indicate districts should place greater emphasis on teacher judgment rather than test scores to identify participants. Researchers expect that using cut off scores further from the median will result in improved classification stability. The reliability of selection test scores should be examined even if staff believes tests are adequately measuring important skills. The effectiveness of locally developed needs assessment instruments for student selection into compensatory education programs must be judged in comparison to alternative procedures. (DWH)

ED 254 524 TM 840 782

Anderson, Lynn D.; Render, Gary F.
Suggestive-Accelerative Learning and Teaching and Retention.
PUB DATE- Oct 84

NOTE- 10p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; Memory; *Retention (Psychology); *Suggestopedia; *Teaching Methods; Undergraduate Students; Vocabulary

This study investigates whether the use of Superlearning to teach rare English words produces retention scores significantly different than Ebbinghaus's 'normal' forgetting curve. Superlearning techniques are adaptations by Ostrander and Schroeder of Lozanov's Suggestopaedic methods to tap reserve human potential. Six course sections of University of Wyoming education undergraduates received treatment which included: (1) pretests and posttests; (2) superlearning tapes using relaxation techniques and baroque music; and (3) retention tests one to four weeks after treatment. Results showed consistently higher retention rates than the 'normal' forgetting curve. (BS)

ED 254 584 UD 024 094

Summary of Recommendations. The Governor's Select Advisory Commission for Primary and Secondary Education. Final Report.

Indiana Governor's Select Advisory Commission for Primary and Secondary Education, Indianapolis.

PUB DATE- Nov 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Finance; Educational Objectives; *Educational Policy; Elementary Secondary Education; Staff Development; State Government; *Statewide Planning
IDENTIFIERS- *Indiana

Recommendations for educational policy are summarized in this report of the Indiana Governor's Select Advisory Commission for Primary and Secondary Education. The recommendations fall within four broad categories: (1) identifying basic educational outcomes; (2) providing a sound financial base; (3) providing incentives for the achievement of efficient, professional, productive staff; and (4) recognizing the need for extension of learning opportunities. A brief history of the Advisory Commission and a list of members conclude this pamphlet. (KH)

ED 254 467 SO 016 265

LeVine, Robert A.

The Self in Culture I: Person-Centered Ethnography and Psychoanalytic Anthropology.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).

PUB DATE- Oct 80

NOTE- 37p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Anthropology; Case Studies; *Cultural Context; Data Collection; *Ethnography; Field Studies; *Interdisciplinary Approach; Research Methodology; Self Concept; Social Science Research

IDENTIFIERS- *Gusii; *Psychoanalytic Theory

Concepts and methods intended to enhance the relationship between psychoanalytic theory and psychological anthropology are proposed and illustrations of the application of these concepts and methods are given based on ethnographic data on the Gusii of Kenya. Using five minimum assumptions about the universality of personality, an ethnographic approach to understanding the self is proposed--an approach that uses the methods of social anthropology to obtain empirical data of psychological as well as social significance. Emphasis is on three categories: (1) routine interpersonal encounters, in which the self is presented to another according to a conventional code of conduct; (2) public occasions, in which the self is represented to communicants through a conventional code of religious, political, or aesthetic symbols; and (3) autobiographical discourse, in which the self is represented as a personal history placed in a conventional framework of normative self-description. A discussion of these categories is followed by a description of two general hypotheses used to explain research on these three bodies of narratives about the self--the common-denominator hypothesis and the complementarity hypothesis. This research on the adult self among the Gusii of Kenya illustrates the use of psychosocial analysis of cultural materials and individual case studies as a means of: (1) exploring the experience of adults in the Gusii community; and (2) drawing valid conclusions about how individuals function psychologically in their cultural environment. A seven-page list of project research papers concludes the document. (LH)

ED 254 508 SP 025 883

Zdunich, Louise

Computer Inservice for Teachers: The Medicine Hat Consortium. Evaluation Report.

Medicine Hat Public School District #76 (Alberta).

SPONS. AGENCY- Alberta Dept. of Education, Edmonton. Planning Services Branch.
PUB DATE- Oct 84
NOTE- 158p.; Prepared for the Medicine Hat Computer Consortium.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Literacy; *Computer Science Education; Foreign Countries; *Inservice Teacher Education; *Program Attitudes; Program Development; *Program Effectiveness; Program Evaluation; *Teacher Attitudes; Teacher Characteristics
IDENTIFIERS- Alberta

An evaluation is presented of two inservice courses on computer science designed to help teachers achieve computer literacy. Positive changes in teachers' attitudes toward computers were noted as well as gains in functional knowledge and computer literacy. There was little or no change in teachers' priorities for computer use, program expansion, or perceived usefulness. Not all of the small number of teachers involved in the study who were teaching Alberta Education computer literacy units to students found the inservice useful for that purpose. Teachers believed that about six hours of instruction were sufficient to obtain functional knowledge of computers while about 30 hours were needed to acquire computer literacy. Teachers suggested that class sessions should not be longer than three hours and that the ratio of teachers to instructors should be not greater than 10 or 15 to one. This report includes a description of the inservice program as well as an analysis of the effects of the program on participants. Conclusions are discussed and recommendations made. Appended are: (1) a review of related research literature; (2) an outline of the pilot study that preceded the implementation of the program; (3) computer inservice course outlines; and (4) instruments used in the study. (JD)

ED 254 555 TM 850 167

Brown, Scott W.; Yakimowski, Mary E.

A Reanalysis of the WISC-R Factorial Structure of Gifted Children.

PUB DATE- Oct 84
NOTE- 19p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 24-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Admission Criteria; *Cognitive Processes; Elementary Secondary Education; Factor Analysis; *Factor Structure; *Gifted; Intelligence Quotient; *Intelligence Tests; Talent Identification; Test Validity
IDENTIFIERS- *Wechsler Intelligence Scale for Children (Revised)

The purpose of this study was to replicate previous factor analytical studies of the Wechsler Intelligence Scale for Children-Revised (WISC-R) employing children identified as gifted. However, rather than using the IQ criterion, a child's 11 WISC-R subtest scores were included in the analysis. Subsamples of gifted (as classified by local school districts) and average children were created from 599 WISC-R protocols contributed by 25 school psychologists. A Principal Components Factor Analysis with a Varimax rotation yielded different factor solutions: (1) the average sample yielded two factors, verbal ability and perceptual organization, which are consistent with Weschler's findings; and (2) the gifted sample yielded four factors, identified as perceptual organization, verbal ability, acquisition of knowledge, and alertness and attention to detail. These differences in factor structures suggest major differences in the cognitive processes of gifted and average students. Gifted program selection procedures focusing only on IQ scores may be inappropriate. (BS)

ED 254 598 UD 024 121

Jimenez, Marilyn
Contrasting Portraits: Integrating Materials about the Afro-Hispanic Woman Into the Traditional Curriculum. Working Paper No. 120.
Wellesley Coll., Mass. Center for Research on Women.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authors; Black History; Blacks; *Black Stereotypes; College Curriculum; *Females; Higher Education; Literary History; Racial Discrimination; Racial Relations; *Sex Discrimination; Sex Fairness; *Sex Stereotypes; *Slavery
IDENTIFIERS- *Afro Hispanics; Hispanic Languages; *Hispanic Literature; Patriarchal Societies

Images of Black women in Hispanic literature tend to be the work of White authors or Black male authors who, however well-intentioned, cannot articulate the direct, lived experience of the black, Hispanic woman. Moreover, the image of the Black woman in Spain and Latin America is the result of a slavocratic, patriarchal system and, therefore, plagued with racist and sexist assumptions. How language is used reveals much about how a society views racial heterogeneity. In Spanish literature even before the conquests, for example, efforts were made to mask the presence in Spain of Blacks, especially Black women: to take Blacks seriously was a threat to the social order. Black women appeared only as comic foils to White women, whose beauty and whiteness were thus enhanced. The presence of Black women in the social order thus affected the way in which White women were viewed. More studies on this dialectical relationship are needed, and courses on Hispanic women must explicitly refer to it. Of course, in a patriarchal culture, women of all races are subjugated. But the differences in the treatment of White and Black women in Spanish and Hispanic history (e.g. the "chaste White woman," the "sexually powerful Black woman") must be understood, and related to the existence of racism and slavery. Rosario Ferre's short story, "Cuando las mujeres quieren a los hombros" (When Women Love Men), specifically concerns the conflict of Black and White Women, and reveals the economic bases of both racist and sexist images. It is exactly the type of work that should be used in courses on Hispanic women. (KH)

ED 254 525 TM 840 784

Broderius, Bruce W.
Teacher Evaluation: Research to Legislation. A Study of Descriptive Data Being Used to Develop Statutory Law.
PUB DATE- Oct 84
NOTE- 33p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, Oct 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board of Education Policy; Educational Research; Elementary Secondary Education; *Job Performance; Personnel Policy; *Policy Formation; Public Schools; *Research Utilization; School Districts; *State Legislation; Teacher Dismissal; *Teacher Evaluation; Teacher Rights; Teachers
IDENTIFIERS- Colorado

A bill was introduced in the Colorado House of Representatives dealing with provisions for a written employment performance evaluation requirement in conjunction with a teacher dismissal provision based on performance evaluation. This paper reviews the major evaluation concepts introduced into the legislative process (which were based on the initial analysis of school board policies) and determines why some concepts were not maintained. The document reports the major questions and problems identified by legal advisors to school boards, professional organizations, and the state department of education regarding the implementation of this act. The concept of using state and local councils to administer this legislation is discussed. Educational research provided the impetus for this bill which is considered one of the most significant pieces of educational legislation passed by the Colorado General Assembly in 1984. (DWH)

ED 254 540 TM 850 134

Toris, Carol
Suggested Approaches to the Measurement of Computer Anxiety.
PUB DATE- 29 Mar 84
NOTE- 19p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, LA, March 29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *Attitude Measures; *Computer Literacy; Computers; Higher Education; Knowledge Level; Projective Measures; Psychometrics; Questionnaires; *Research Needs; *Test Construction
IDENTIFIERS- *Computer Anxiety; Computer Users

Psychologists can gain insight into human behavior by examining what people feel about, know about, and do with, computers. Two extreme reactions to computers are computer phobia, or anxiety, and computer addiction, or "hacking". A four-part questionnaire was developed to measure computer anxiety. The first part is a projective technique which requires the examinee to draw a scene with a computer in it and write a description. The second part is a computer knowledge measure. The final two sections are a description of one's behaviors involving computer use and an attitudinal assessment of computers. Issues that are particularly important to the study of computer anxiety include: (1) the need to identify what is contextualized by the word "computer", (2) clarification of the relationship between various kinds of anxiety and behavior toward computers; and (3) consideration of the possibility that computer phobia may be functional. The questionnaire is included as an appendix to the report. (DWH)

ED 254 585 UD 024 096

Communities in Crisis: Real Unemployment in America. A First Friday Report.

PUB DATE- 2 Nov 84
NOTE- 22p.
AVAILABLE FROM- Full Employment Action Council, 815 16th St., N.W., Washington, DC 20006.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Black Employment; *Employment Problems; Federal Legislation; Females; Hispanic Americans; Labor Force Nonparticipants; Metropolitan Areas; One Parent Family; Statistics; Underemployment; *Unemployment; Urban Problems; Youth Employment

In October 1984, unacceptably high levels of unemployment persisted in many regions of the United States. Figures released by the Bureau of Labor Statistics reveal that nearly 8.5 million Americans, or 7.4 percent of the civilian labor force, are still without work. When the 5.5 million Americans working part-time because of economic reasons, as well as "discouraged workers," the long-term unemployed, are included, the real rate of Americans affected by unemployment is 13.1 percent (compared to an official rate of 7.5 percent, or real rate of 12 percent, in October 1980). Within communities (national, state, or local), certain demographic groups continue to suffer from greater unemployment levels than other Americans. The unemployment rate for Blacks is 15.4 percent; for Hispanics, 10.9 percent; for youth, 18.8 percent; and for female heads of households, 10.5 percent. (Unemployment characteristics for these groups are profiled and current legislative proposals to address the nation's unemployment crisis are summarized. Three statistical tables show unemployment figures for the 20 largest cities, and unemployment rates by State.) (KH)

ED 254 453 SO 016 251

Pollak, Susan
Ancient Buddhist Education.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Apr 83
NOTE- 29p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - General (140)
DESCRIPTORS- Ancient History; *Buddhism; Comparative Education; Course Content; *Educational History; *Educational Practices; Elementary Secondary Education; Foreign Countries; Higher Education; *Public Education; *Religious Education; Teaching Methods; Vocational Education
IDENTIFIERS- Burma; China (Tibet); Japan

Traditional Buddhist education centered solely around the monasteries, since the Buddhist world did not offer educational opportunities apart from its monasteries. All education, religious as well as secular, was controlled by the monks, and involved the initiation ceremony into the Buddhist Order, the education of the monk, the viharus or residential schools, the monk's instruction, course content, teaching methods, and public education including primary education and vocational education. The atmosphere of learning is best described in the Jakata stories, which contain historical and educational information. Buddhist educational practices varied in different countries and at different periods of time; specific examples are Buddhist education as practiced in Burma, Japan, and Tibet. The main features of the Buddhist educational system included the serving of the master (physically and emotionally) and the observance of the vows of chastity and poverty. Education was primarily oral and based on Buddhist scriptures; debate was a key feature. Many Buddhist teachers were wandering scholar-monks. A seven-page list of project research papers concludes the document. (RM)

ED 254 481 SO 016 294

Course Offerings and Enrollments in the Arts and the Humanities at the Secondary School Level. Contractor Report.

Evaluation Technologies, Inc., Arlington, Va.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-85-200
PUB DATE- Dec 84
NOTE- 179p.; Several tables contain broken type that may not reproduce clearly.
CONTRACT- OE-300-83-0037
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-000-00221-3; $5.50).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aesthetic Education; *Art Education; Courses; *Educational Practices; Educational Research; Enrollment; Fine Arts; *Humanities Instruction; *Institutional Characteristics; Secondary Education; Statistical Analysis; Statistics; *Student Characteristics; Visual Arts

An analysis of surveys conducted by the National Center for Education Statistics shows that the overwhelming majority of U.S. secondary schools offered one or more courses in the arts and in the humanities during the 1981-1982 school year. The arts program most commonly available was music, offered by over 90 percent of the schools; the humanities offerings at nearly all schools included English and history. Regarding enrollment, approximately 69 percent of high school seniors had taken one or more courses in the arts between their freshman and their senior years, and 99 percent had taken at least one humanities course. An overview of the study findings is presented. Specifically discussed are offerings and enrollments in arts and humanities as related to school type; school size, region, and urbanicity; percent of students in an academic high school program; availability of a gifted-talented program; student body characteristics; and percent of graduates expected to enter college. The characteristics of students concentrating in the arts and humanities are also examined. The appendix contains descriptions of the sample designs, data sources, and data adjustments, and a complete list of arts and humanities courses offered. (RM)

ED 254 494 SP 025 528

Denemark, George
Educating a Profession.
PUB DATE- 25 Oct 84
NOTE- 21p.; Paper presented at the Annual Texas Conference on Teacher Education (37th, Fort Worth, TX, October 25, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Admission Criteria; Educational Policy; *Educational Quality; Higher Education; *Leadership Responsibility; Program Improvement; *Schools of Education; Teacher Associations; Teacher Attitudes; Teacher Certification; Teacher Education; *Teacher Education Curriculum; Teacher Educators

Actions and reactions of some groups of individuals who have retarded rather than advanced the cause of excellence in teaching and teacher education are cited. Citizen representatives in policy-making bodies at national, state, and community levels do little to provide moral or financial support for the teaching profession, and frequently advocate stifling controls over teaching. Understanding of educational issues is often clouded by the media, which exaggerates problems and simplifies solutions. An inaccurate understanding of actual standards set for the teacher education curriculum and teacher certification often leads to unwarranted criticism, not only from the media but also from the academic professoriate in other disciplines in higher education. Higher education administrators also contribute to the problems of schools of education by underfunding education programs while putting a higher premium on other college or university programs. A lack of dedication to school improvement on the part of education faculty and classroom teachers is also evident. It is suggested that among individual professionals, and within institutions, professional organizations, and government agencies, greater willingness must be assumed to identify inadequate performance and take a strong stand for its correction or elimination. (JD)

ED 254 509 SP 025 886

Williams, David L., Jr.; And Others
Parent Involvement in Education Project (PIEP) December 1, 1983 through November 30, 1984. Annual Report.
Southwest Educational Development Lab., Austin, Tex.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Nov 84
NOTE- 214p.
CONTRACT- 400-83-0007-P-2
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Counseling Techniques; Elementary Education; Elementary School Teachers; Parent Counseling; *Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; *Program Development; *Teaching Methods

This report describes the development of guidelines and strategies for training teachers about parent involvement. The guidelines and strategies were developed through a comprehensive process that: (1) used the recommendations from previous surveys of teacher educators, principals, teachers, parents, and school governance persons; (2) conducted a thorough review of the literature; (3) undertook a six-state need-sensing among experts and college/university faculty regarding what teacher training about parent involvement should include; and (4) conducted an assessment of a draft version of the guidelines and strategies by parent involvement experts, faculty from the colleges and universities, representatives from local, intermediate, and state education agencies, and parent-teacher association leaders. Attachments include: the literature review; lists of experts, organizations, and bibliographic sources; questionnaires and correspondence; summaries of experts' responses and evaluations; and the developed guidelines and strategies. The materials are designed to serve as a basis for expanding, increasing sensitivity to, and soliciting parent cooperation and support, as well as input into education. (Author/JD)

Wolfe, Mary L.

Development and Validation of a Pre-Post Instruction Course Evaluation Questionnaire: A Pilot Study.

PUB DATE- Mar 85
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Higher Education; *Mathematics Anxiety; Nursing Education; Pretests Posttests; School Attitudes; *Statistics; *Student Attitudes; *Test Construction; Test Validity; Undergraduate Students
IDENTIFIERS- *Nursing Students

This study was designed to develop and validate an instrument to measure general attitudes toward research design and statistics for use with students in an undergraduate nursing research course. Personal feelings of anxiety or lack of competence in dealing with course material were also assessed. Evidence of construct validity was provided by the identification of four interpretable factors which were extracted from responses to the attitude inventory. The factors were: fear of failure, challenge and relevance, lack of interest, and intrinsic value. The attitude inventory was administered on the first and last day of class. The pretest and posttest results were used to measure changes in attitude as a result of instruction. The instrument would be useful in identifying negative attitudes toward statistics and research methodology. (DWH)

ED 254 571 UD 023 497

Burbridge, Lynn C.

Employment and Training Programs for Youth: An Interpretation and Synthesis of Measured Outcomes.

Urban Inst., Washington, D.C.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- May 83
NOTE- 105p.
AVAILABLE FROM- Urban Institute Library, Information Clearinghouse, P.O. Box 7273, Dept. C, Washington, DC 20044 ($7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Classification; *Federal Programs; Government Role; Job Training; Participant Characteristics; *Program Effectiveness; Program Evaluation; Public Policy; Secondary Education; Unemployment; Work Experience Programs; Young Adults; *Youth Employment; *Youth Programs

This paper analyzes policy initiatives undertaken to address the problem of youth unemployment. There are six main sections. Section I provides a general overview of the study, and Section II reviews the problems of differing groups of youth. Differences in the severity and long-run implications of youth labor market difficulties when disaggregated by age, sex, education, race, and poverty status are briefly summzrized. Section III develops a classification of the types of employment and training programs available to youth. Then, Section IV provides a brief historical analysis of the development of various youth employment and training programs, classifies them according to the scheme developed in Section III, and presents data on enrollee characteristics. Section V discusses problems in evaluating employment and training programs, and reviews the empirical literature on the actual measured effects of different programs on the employment and earnings, and other relevant variables of their participants. Finally, Section VI presents a brief summary of implications for new policy initiatives. A summary of the Comprehensive Employment and Training Act and examples of past youth employment projects are appended. (KH)

ED 254 468 SO 016 266

Sanneh, Lamin

Source and Influence: A Comparative Approach to African Religion and Culture.

Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernarc Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 22 Jun 84
NOTE- 29p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Change; *Christianity; Comparative Analysis; *Cultural Influences; *Islamic Culture; Linguistic Borrowing; *Religion
IDENTIFIERS- *Africa; Islam

The importance of studying the primary context of the relationship between "source" and "influence" in a comparative science of religion and culture is emphasized throughout this article. Focusing primarily on the situation in Muslim and Christian Africa, the article distinguishes between in-coming "sources" and indigenous "influences." Although it seems reasonable to consider how Christianity and Islam changed Africa, it is more consistent and critical to consider the effects Africa has had on the two religions. The issue of vernacular languages is seen as the key to the process of the transformation of Christianity and Islam in Africa. Comparisons between reactions to the language of the missionary as unsuitable for the expression of religion in African culture and reactions to the intrinsic untranslatability of the Islamic Koran are made. Specific examples drawn from the Akan and Hausa cultures and the Ibo (Nigeria), Wolof (Senegal), Mandika (Mali), and Swahili (Kenya) languages are presented. The paper concludes that (1) if borrowing takes place at all, it is on the basis of an original mutual attraction, (2) depending on the level of such mutual attraction, indigenous criteria act on the incoming materials by domesticating them, and (3) once assimilated, the new materials may act both to judge and justify the earlier materials. A passage from the travels of Sir Richard Burton is used as a concluding example of what African culture can do to foreign cultural materials. (LH)

ED 254 526 TM 840 785

Workman, Susan; And Others
The Utilization of Video Taped Instruction in the Teaching of Assessment Skills: A Case Study.
PUB DATE- Oct 84
NOTE- 35p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Attitude Measures; *Audiovisual Aids; Course Evaluation; *Evaluation Methods; Feedback; Handicap Identification; Higher Education; *Instructional Development; *Student Attitudes; Teaching Methods; Testing; *Videotape Recordings; Young Children
IDENTIFIERS- Montana State University

This presentation describes the development, implementation and evaluation of videotaped presentations on skills for assessing special needs in young children for a Montana State University's Home Economics Course. The purpose of this project was to develop instructional materials which provide: (1) consistent and repeatable observational experiences; (2) simulated testing and scoring opportunities; (3) accurate and immediate feedback regarding scoring and interpretation; and (4) individualized pacing. The evaluation had four components: (1) a context evaluation on the educational environment and unmet needs; (2) an input evaluation summarizing supportive research; (3) a process evaluation providing feedback relative to implementation strategies; and (4) a product evaluation of project effectiveness. A combination of statistical and descriptive measures were used to assess the videotape's effectiveness: (1) tests of perceived observational and testing ability of control and experimental students; (2) random telephone interviews; and (3) a student questionnaire. Results indicate students benefited from observing a role model interact with a child in an actual testing situation. Student performance was higher for individualized viewing than for group presentation. Individualized pacing, practice and feedback appear to positively influence students' perceptions of their learning. Appendices contain: (1) Student Competence Questionnaire; (2) proposal format and cost estimates; (3) telephone interviews; and (4) the Student Videotape Evaluation Questionnaire and response summary. (BS)

ED 254 541 TM 850 137

Cooper, Harris M.
A Taxonomy of Literature Reviews.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 85
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985) under the title "The Literature Review: Knowledge Synthesis Activities in Education and Psychology."
GRANT- NIE-G-82-0022
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Classification; *Content Analysis; Databases; *Educational Research; *Evaluation Criteria; Information Utilization; Interrater Reliability; *Literature Reviews; *Psychological Studies; Research; Surveys; Synthesis
IDENTIFIERS- ERIC; Psychological Abstracts

A taxonomy for literature reviews in education and psychology is presented. The increased use of the descriptor "literature review" in ERIC and Psychological Abstracts documents between 1969 and 1983 is cited as creating the need for categorization. The taxonomy categorizes reviews according to focus, goal, perspective, coverage, organization, and audience. The seven winners of the American Educational Research Association's Research Review Award are used to illustrate these categories. Data on intercoder reliability of taxonomy codings when applied by readers is presented. The taxonomy is used to describe a representative sample of existent reviews. Suggestions are made concerning how the taxonomy might facilitate judgments concerning the quality of future knowledge synthesis activities. General standards for evaluating reviews are presented. (DWH)

ED 254 586 UD 024 097

Our Young People and Hard Hit Communities: Recovery Has Passed Them By. A First Friday Report.

Full Employment Action Council, Washington, DC.

PUB DATE- 9 Jan 85
NOTE- 15p.
AVAILABLE FROM- Full Employment Action Council, 815 16th St, N.W., Washington, DC 20006.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Blacks; Federal Legislation; Hispanic Americans; Labor Force Nonparticipants; Metropolitan Areas; Secondary Education; Statistics; Underemployment; *Unemployment; Urban Problems; *Youth Employment
IDENTIFIERS- *Job Training Partnership Act 1982

Although the joblessness and underemployment that characterize the labor market status of American youth are worst for Hispanic and Black youth, they also reflect the absence of job opportunities, irrespective of race, in depressed rural areas and urban communities hard hit by sustained high levels of unemployment. In December 1984, teenagers had an "official" unemployment rate of 18.8 percent. When the two factors of underemployment and discouraged workers are taken into account, the "real" rate was 27.3 percent. This document provides a general overview of the youth employment situation. Statistics that further describe the impact of unemployment on youth are presented, and legislative programs (especially the Job Training Partnership Act) are briefly reviewed. Three statistical tables give unemployment figures for the 20 highest metropolitan unemployment areas, for the 20 largest cities, and by State. Finally, legislative actions needed to create jobs and training opportunities for youth are described. (KH)

ED 254 599 UD 024 122

Hispanic Strategies for 1984-85. A Planning Document.
Washington State Commission on Mexican American Affairs, Olympia.
PUB DATE- Oct 84
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Change Strategies; Elementary Secondary Education; Employment Opportunities; *Hispanic Americans; Immigrants; Labor Market; *Mexican Americans; Older Adults; Postsecondary Education; *Public Policy; Small Businesses; Voter Registration
IDENTIFIERS- *Washington

Policy suggestions of the Washington State Commission on Mexican American Affairs for 1984 and 1985 are outlined in this two-year comprehensive plan. First, facts about the commission's membership, budget and purposes (as well as general data on the Hispanic population of Washington) are presented. Next, seven issue statements are provided, each of which focuses on problems of Washington Hispanics in one of the following areas: immigration; employment and business development; primary secondary education; postsecondary education; voter registration; the Hispanic elderly; and the Commission's administrative, financial, and legislative well-being. Each section follows the same format: the problem is described, some of its causes are suggested, current resources for addressing the problem are discussed, a planning objective is stated, and major action steps to achieve the objective are enumerated. Finally, the Washington State legislation which enacted the Commission on Mexican American Affairs is presented. (KH)

ED 254 454 SO 016 252

Pollak, Susan
Of Monks and Men: Sacred and Secular Education in the Middle Ages.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Dec 82
NOTE- 42p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060) Reports - General (140)
DESCRIPTORS- Child Development; *Christianity; Comparative Education; *Educational History; *Educational Philosophy; Elementary Secondary Education; European History; Females; Foreign Countries; Higher Education; Males; *Medieval History; Memorization; *Religious Education; Sex Differences; Sociocultural Patterns; Teacher Student Relationship; Teaching Methods; Western Civilization
IDENTIFIERS- *Europe

The medieval school came into existence after the fifth century to satisfy ecclesiastical demands for a minimum amount of literacy and scientific knowledge whereby young priests could learn to carry out priestly functions in the Church. During the course of the Middle Ages, the medieval school gradually changed its structure and function until the basis for modern education was laid. A number of elements appear in medieval education which have also appeared in traditional Jewish, Koranic, and Indian education--attention on oral learning and recitation, a mixing of age groups and a lack of gradation, and an emphasis on debate and argumentation. One important difference that emerges in medieval education versus modern education is the absence of the idea of childhood. Yet there is also, through time, an increasing interest in differentiation and separation, which led to 16th and 17th century notions of childhood, differentiation among age groups, gradation in subject matter, and in the classroom itself. This move toward distinguishing and separating laid the foundation of the modern system of education. The document illustrates these themes through two historical overviews emphasizing: (1) the ideals of the monastic schools; and (2) the development of the medieval university. (IS)

ED 254 482 SO 016 297

Cook, Kay K., Ed.
Data Book of Social Studies Materials and Resources. Volume 10.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-89994-300-4
PUB DATE- 85
NOTE- 125p.; For volume 9 see ED 240 010.
CONTRACT- 400-83-0012
AVAILABLE FROM- Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Content Analysis; Elementary Secondary Education; *Instructional Material Evaluation; Instructional Materials; Media Selection; Nonprint Media; Resource Materials; *Social Studies; Supplementary Reading Materials; Textbook Content; Textbook Evaluation; Textbooks; Textbook Selection

Analyses of elementary and secondary social studies textbooks, supplementary materials, and teacher resource materials, all published in 1983, 1984, and 1985, are presented. The objective is to provide analyses of curriculum materials that will allow K-12 teachers, administrators, curriculum coordinators, and college methods teachers to select materials appropriate for their students, school, and community. The "Data Book" is organized into four major sections. The first major section contains analyses of elementary (K-6) social studies materials, including three new basal programs. Twenty supplementary materials are also briefly described. The second major section is devoted to secondary (7-12) curriculum materials. Twenty new analyses of basic textbooks are presented, along with nine shorter analyses of revised editions. The secondary curriculum materials section concludes with 24 brief descriptions of supplementary materials. The third section of the "Data Book" includes 26 short analyses of teacher resource materials. The fourth and concluding section contains descriptions of curriculum guides and units available through the ERIC system. Indexes are provided for author/editor, grade level, publishers, and subject area. Publishers' addresses are provided. (RM)

ED 254 495 SP 025 637

Van der Vynckt, Susan; Barclay, Ellen
The UNESCO Resource Pack for Nutrition Teaching-Learning: An Introduction to Volume I. Nutrition Education Series 8.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ED-84-WS-65
PUB DATE- 84
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Developing Nations; *Educational Resources; Elementary Secondary Education; Foreign Countries; *Health Education; *Instructional Materials; Learning Activities; *Lesson Plans; *Nutrition Instruction; Teaching Methods

This guide provides an introduction to the "UNESCO Sourcebook for Classroom Nutrition Teaching-Learning," which is designed for both actual classroom use and as teacher-training support material, with lesson plans, teaching methods, and learning activities. Nutrition information is presented in such a way that important concepts are not limited to nutrition and health classes, but can also be integegrated into different subject areas within the general school curricula, including science, language arts, mathematics, social studies, and agriculture, as well as school meals. Lessons are provided in each subject area to cover related nutrition and health topics. This introduction to the Sourcebook first presents a brief list of some potential uses for the volume. The format of the book is described, and selected actual lesson plans from the Sourcebook are presented: (1) "Eating Good Food to be Healthy"; (2) "Night Blindness and Sick Eyes"; (3) "Eating Nutritious Foods for Healthy Eyes"; and (4) "Planning a School Garden." Appended are charts outlining the contents of the Sourcebook including topics and lesson presentations in each section. For each key topic, related lessons in other subject areas are indicated. (JD)

Paese, Paul C.
Differences between All Level Physical Education Majors and Elementary Education Majors in an Experimental Teaching Unit.
PUB DATE- 29 Nov 84
NOTE- 16p.; Paper presented at the Texas Association of Health, Physical Education, Recreation and Dance State Convention (San Antonio, TX, November 29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Education Majors; Higher Education; *Intermode Differences; *Majors (Students); *Physical Education; Preservice Teacher Education; *Student Teachers; Teaching Methods; *Teaching Skills; Time Management

The purpose of this study was to assess the differences between all level (K-12) physical education majors and elementary education majors with a specialization in physical education. An experimental teaching unit (ETU) with pre and posttests was used to determine student achievement, and differences between teaching groups in various criterion process variables. The entry group of all level physical education majors was compared against a group of student teachers who taught with the exact ETU. Results indicated that the two entry level groups were basically equal in overall teaching effectiveness. However, entry level physical education majors were more effective teachers than the student teacher group based on student achievement, feedback, and in assessed criterion process variables (management, activity, motor engagement and academic learning time). (Author)

ED 254 557 TM 850 171

Wolfe, Mary L.; Damrosch, Shirley P.
Baccalaureate Nursing Students' Attributions of the Causes of Success and Failure in a Research Course.
PUB DATE- Mar 85
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Failure; Affective Behavior; *Attribution Theory; Higher Education; *Locus of Control; Nursing Education; School Attitudes; *Statistics; *Student Attitudes; Test Construction
IDENTIFIERS- Mathematics Attribution Scale; *Nursing Students

The attributions of success and failure in a course in nursing research design and statistics were measured using a modified version of the Mathematics Attribution Scale. Eight subscales were formed by combining hypothetical success or failure events paired with each attribution category. The scales were success-task, success-environment, success-effort, success-ability, failure-task, failure-environment, failure-effort, and failure-ability. The group appeared to judge effort and environment--unstable attribution categories--as more important causes of success than task and ability--stable causes. Students also judged task and effort as more important causes of failure than ability and environment. When students were divided into groups according to reported level of comfort with the research course, significant differences were found in the importance attached to task and ability as determiners of success and failure. Instructor feedback should reinforce the students' attributions of success to internal causes such as effort and ability, and suggest that failure is due to lack of effort. (DWH)

ED 254 572 UD 023 498

Simms, Margaret C.; Leitch, M. Laurie
Determinants of Youth Participation in Employment and Training Programs with a Special Focus on Young Women. Project Report.
Urban Inst., Washington, D.C.
SPONS. AGENCY- Rockefeller Foundation, New York, N.Y.
PUB DATE- Mar 83
NOTE- 99p.; A revised report submitted to the Rockefeller Foundation.
AVAILABLE FROM- Urban Institute Library, Information Clearinghouse, P.O. Box 7273, Dept. C., Washington, DC 20044 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Background; *Employment Programs; *Federal Programs; *Females; *Influences; Job Training; *Participant Characteristics; Participation; Secondary Education; Socioeconomic Background; *Young Adults

This report reviews the past participation of young women in government-sponsored employment and training programs and identifies factors that are important in determining the probability of their participation in such programs. Using data from the National Longitudinal Survey of Young Americans, the study compares young women participants with their male counterparts, nonparticipants, and participants in alternative activities such as private and military training. First, an overview of the history and benefits of employment and training programs is provided. Then, factors affecting participation and participation experiences are identified and discussed. These include background and demographic variables, educational variables, family responsibilities and attitudes, financial needs and resources, work experience, and the nature of participation. Results of both cross-tabular analysis and multivariate data analysis are presented and, in conclusion, findings are summarized. Appendices include statistical tables that supplement those within the main portion of this document, a summary of the Comprehensive Employment and Training Act of 1973, and a copy of the Comprehensive Employment and Training Act as amended in 1978. (KH)

ED 254 600 UD 024 123

Racial and Ethnic High School Dropout Rates in New York City. A Summary Report.

Aspira, Inc., New York, N.Y.

PUB DATE- 83

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Black Students; *Dropout Prevention; *Dropout Rate; *Dropouts; Educational Policy; *High Schools; *High School Students; Hispanic Americans; *Minority Groups; Urban Schools

IDENTIFIERS- Aspira Inc; *New York (New York); New York City Board of Education

This summary of a 1983 report by ASPIRA of New York on the state of minority secondary education in New York focuses on the dropout problem in New York City's public high schools. The summary also includes additional background information and makes clear ASPIRA's official position on the dropout question. The summary begins by presenting an overview of the findings of the report and background on ASPIRA's past research into the educational attainment of Puerto Rican and other Hispanic youth. This is followed by extensive excerpts from the report that focus specifically on the dropout situation in the New York public high schools. The conclusion to this summary outlines additional findings that emerged after extensive discussions between ASPIRA and the School Chancellor and ASPIRA and staff of the New York City Board of Education's Office of Student Information Services. Recommendations for action unanimously approved by the Board of Directors of ASPIRA of New York on July 26, 1983, and transmitted to the Chancellor are included in the final section. (KH)

ED 254 469 SO 016 267

Sanneh, Lamin

Healing and Conversion in New Religious Movements in Africa: Elements of an Indigenous Epistemology.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).

PUB DATE- Jan 83

NOTE- 30p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- African History; Christianity; Comparative Analysis; Cultural Context; *Cultural Influences; *Epistemology; Folk Culture; Islamic Culture; *Modernization; *Religion; Social Change; *Traditionalism

IDENTIFIERS- *Africa; *Healing; Religious Movements

In this analysis of healing and conversion as two of the most notable and persistent traits of the new religious movements in Africa, healing is described as an indigenous religious category within the context of conversion as a modern permutation of African religion. Religious conversion is most strikingly represented in societies where the traditional religious culture continues to play a significant role. Thus, wherever traditional religious culture is no longer an important influence, religious conversion as a modern phenomenon is correspondingly scarce. The coincidence of the rise of new religious movements within areas of Western influence is seen not only as a result of the impact of Western influence but also as a result of indigenous local factors. Historical examples of traditional leaders and healers such as Joseph Babalola, Ma Mbele, George Khambule, Ma Nku, and Simon Kimbangu are traced. In these examples, modern permutations of conversion take place within the revised setting of the older heritage. In addition, procedures such as the use of ashes and water and Zionist practices are described to illustrate the evolution of traditional African religion into modern Christian practices. The document concludes with a brief recapitulation of the significance of new religious movements for the reform and modernization of African societies. (LH)

ED 254 527 TM 840 789

Ripley, Shirley R.
Student Involvement in Learning: An Action Theory Analysis.
PUB DATE- Oct 84
NOTE- 36p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (2nd, Jackson Hole, WY, October 4-6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Behavior Theories; *Curriculum Development; Educational Research; *Learning Theories; Personal Autonomy; *Research Needs; Secondary Education; Student Behavior; *Student Role
IDENTIFIERS- *Action Theory

An action-theory framework is used to systematically analyze the educational literature about student involvement in learning. Action is self-directed and arises from internal stimuli. In contrast, behavior is other directed and responds to external stimuli. The review focuses on the involvement of secondary learners in curricular, rather than instructional learning. Involvement is considered at three levels: individual, interactive, and participatory. In general, student involvement at all levels appears behavior-oriented. Recommendations are given for developing more action-oriented students and for further research to develop a theoretical basis for student involvement. These include: (1) an orientation toward student rather than teacher action; (2) active promotion of student autonomy relative to curriculum; (3) developing an ecological model of educational decision-making; and (4) involving students in curriculum development. Comprehensive, systematic, persistent inquiry is required to resolve the dilemma of student involvement in learning. (BS)

ED 254 542 TM 850 148

Fadale, La Verna M.; Winter, Gene M.
Assessing the Effectiveness of Developmental/Remedial Programs in Two
Year Colleges.
PUB DATE- Mar 85
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Basic Skills; *Community Colleges; *Developmental Programs; *Evaluation Criteria; *Evaluation Methods; Models; *Program Effectiveness; *Program Evaluation; Remedial Programs; Standards; State Surveys; Two Year Colleges
IDENTIFIERS- New York

The process of determining the effectiveness of developmental programs in two-year colleges was the focus of this study. It was limited to New York State, and designed in response to a request for proposals issued by Bureau of Grants Administration, New York State Education Department. The need for systematic review of developmental programs and local evaluative practices was motivated by the desire of state-level policy makers to base academic policies and funding decisions on current information. The need for a study was recognized by many local college program staff. The principal focus was determining appropriate evaluation criteria, the extent to which consensus could be reached on a model, criteria and standards for assessing the effectiveness of developmental programs, and the level of effectiveness within these parameters. Project results included identification of success criteria/standards used in evaluation of developmental/remedial programs in New York two-year colleges, development of an evaluation model for developmental/remedial programs, and estimated levels of program success through application of the model. (Author/DWH)

ED 254 587 UD 024 099

Roddy, Patricia Palker
A Closer Look at Children in Single-Parent Families. ERIC/CUE Digest Number 23.
ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 84
NOTE- 4p.
CONTRACT- 400-82-0012
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Black Family; Child Rearing; Day Care; Divorce; Elementary Secondary Education; Family Structure; Minority Group Children; *One Parent Family; Parent School Relationship; Racial Differences; Socioeconomic Influences; Stereotypes; *Student Behavior; Unwed Mothers
IDENTIFIERS- ERIC Digests; Teacher Expectations

Schools are more and more called upon to accomodate students' differences in background and experiences; this picture of diversity includes the growing number of one-parent families. However, educators need to be cautioned against expecting "trouble" from the child from a one-parent family. The diversity among research findings suggests that while, as a group, single-parent children tend to have more behavioral problems in school and are at greater risk in terms of truancy and dropout rate, the likelihood of any particular child having cognitive or behavioral problems depends upon the interaction of many factors. Among those factors are the adequacy of child care arrangements; the number of siblings; the structure of the child's environment in both the home and school; the amount of nurturing the child receives; the age, sex, and race of the child; the socioeconomic level of the family; and the circumstances surrounding the separation of the parents. Therefore, the only accurate answer to the question of whether single-parentness is harmful to a child's academic or behavioral development may well be, "It depends." (RDN)

ED 254 455 SO 016 253

Pollak, Susan

Quranic Schooling: Setting, Context and Process.

Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 10 May 83
NOTE- 14p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Educational History; Educational Philosophy; Elementary Secondary Education; *Islamic Culture; *Religious Education; Students; Teachers; Teaching Methods
IDENTIFIERS- *Islam

A discussion of the history, educational philosophy and teaching methods of Quranic schools is divided into two sections. The first section discusses the historical development of such schools beginning in 650 A.D. with their strong emphasis on verbatim mastery of text, self-paced learning, and literacy skills. The second section provides a case study of one student's recollections of initiation into schooling, the teacher-student relationship, and teaching methods. The document concludes with a list of additional papers prepared for the Project on Human Potential. A seven-page list of project research papers concludes the document. (IS)

ED 254 483 SO 016 321

Australian Family Research Conference Proceedings (Canberra, Australia, November 23-25, 1983). Volume I: Family Formation, Structure, Values.

Institute of Family Studies, Melbourne (Australia).

PUB DATE- Mar 84

NOTE- 455p.; For other volumes in the series, see SO 016 322-327. Document contains small print.

AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth St., Melbourne, Victoria, Australia 3000 ($8.00 each; $50 for seven volumes).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- Age; Birth Rate; Demography; Divorce; Ethnicity; *Family (Sociological Unit); Family Characteristics; *Family Structure; Foreign Countries; Laws; Life Style; Marriage; Sex Role; Social Attitudes; Social Change; Social Science Research; Sociocultural Patterns; Trend Analysis; *Values; Young Adults

IDENTIFIERS- Aboriginal People; *Australia; *Australian Family Research Conference; Family Law

First in a series of seven volumes containing the proceedings of the 1983 Australian Family Research Conference, this publication deals with the formation, structure, and values of family life in Australia. Papers and authors included are: "Priorities in Family Research and Family Law" (Gareth Evans), "The Baby Boom Generation as Reproducers: Fertility in Australia in the Late 1970s and the 1980s" (Peter McDonald), "Leaving Home and Returning Home: A Demographic Study of Young Adults in Australia" (Christabel M. Young), "The Transition to Marriage: Trends in Age at First Marriage and Proportions Marrying in Australia" (Gordon Carmichael), "The Early Stages of the Family Life Cycle in Australia: Demographic Changes since the 1960s" (L. T. Ruzicka), "Changes in Marriage and Sex-Role Attitudes among Young Married Women: 1971-1982" (Helen Glezer), "Nuclear Family No Thanks? Values, the Family and Other Lifestyles" (Frances Baum), "Divorce in Australia 1971-1981: An Examination of Period Analysis" (Virginia Josephian), "Changes in the Demographic Structure of Australian Families: An Analysis of Census Data" (Graeme Hugo), "Changes in Aboriginal Family Formation and Fertility" (Alan Gray), and "Family Formation and Ethnicity" (Siew-Ean Khoo). (RM)

ED 254 496 SP 025 638

Pollitt, Ernesto
Nutrition and Educational Achievement. Nutrition Education Series. Issue 9.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
REPORT NO.- ED-84-WS-66
PUB DATE- 84
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Child Development; Developing Nations; *Dietetics; Educational Policy; Elementary Secondary Education; Foreign Countries; Health Education; *High Risk Persons; *Intellectual Development; Lunch Programs; *Nutrition; Nutrition Instruction; Physical Health

A selective review of literature on the effects of nutrition and malnutrition on educational achievement is presented. Interpretive critiques of studies focus on three areas: (1) the effects of early undernutrition and subsequent intellectual function and school progress; (2) the relationship between the nutritional status of the student and school progress; and (3) the educational consequences of nutrition intervention programs and school feeding. Inferences are made regarding the significance of nutrition as a determinant of school progress and achievement, and implications for nutrition and educational policies are also made based on the data reviewed. It is proposed that nutrition, in particular, and health in general, need to be considered as key determinants of school progress and achievement, and that they are amenable to changes through relevant social and educational policies. Appended are summary tables of the studies reviewed. (JD)

ED 254 511 SP 025 900

School Health and Health Education. Monograph.
American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- 85
NOTE- 28p.; Paper presented at the National Conference of the American Association of Colleges for Teacher Education (Denver, CO, February 27-March 2, 1985). Prepared by the AACTE Task Force on School Health and Health Education.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at .." (150) Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Health Education; Higher Education; Preservice Teacher Education; *Required Courses; *Schools of Education; *State Action; *Teacher Education Curriculum

The Task Force on School Health and Teacher Education presents a a report on the accomplishments of the objectives for which it was formed: (1) to develop a position statement on School Health and Teacher Education; (2) to identify states that incorporate health/health education as a requirement in their programs for the preparation of teachers; (3) to determine the extent of the offerings in health education as an integral part of the programs in teacher education throughout the country; (4) to increase awareness of curriculum models and resources in health education in institutions; and (5) to develop and conduct training sessions and institutes to assist institutions with offerings in health education through presentations at national meetings. (JD)

ED 254 558 TM 850 172

Haynes, Billie
Challenges in Implementing a Licensure Testing Program.
PUB DATE- 31 Mar 85
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Certification; Cutting Scores; *Occupational Tests; Program Implementation; Standards; State Legislation; *State Licensing Boards; Test Construction; *Testing Programs; Test Validity
IDENTIFIERS- Test Security; Test Specifications; Truth in Testing Legislation

Administering a large scale licensing examination program presents both technical and non-technical challenges. Five major areas are discussed in this paper: (1) ensuring test validity in relation to occupational entry standards; (2) developing test items from valid examination specifications; (3) establishing legally defensible passing scores; (4) implementing truth-in-testing legislation; and (5) maintaining test security. Examples of real-life solutions to problems are given. The competence of the test specialist is paramount to a regulatory agency's ability to meet its statutory mandates in licensure examinations. It is believed that licensure examination programs are and will increasingly be held accountable for administering truly equivalent test forms that conform to publicly presentable test blueprints. (Author)

ED 254 573 UD 023 499

Swinton, David H.; Morse, Laurence C.

The Source of Minority Youth Employment Problems.

Urban Inst., Washington, D.C.
SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.
PUB DATE- May 83
NOTE- 66p.
AVAILABLE FROM- Urban Institute Library, Information Clearinghouse, P.O. Box 7273, Dept. C., Washington, DC 20044 ($6.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Employment; *Black Youth; *Employment Problems; *Equal Opportunities (Jobs); Job Placement; Job Search Methods; Labor Force Nonparticipants; Minority Groups; Racial Differences; *Racial Discrimination; Secondary Education; *Unemployment
IDENTIFIERS- *Labor Market Theory

This paper presents evidence on the high unemployment rates for black youths and considers reasons for the widening gap in the labor market experience of black and white youth. The paper consists of five sections. In the first, historical evidence on the declining rate of black youth employment over the last 25 years is summarized. In the second section, an explanation is given for why the orthodox labor market theory cannot account for these declines. In the third, an alternative theory is presented to account for racial differences in job-finding success and, in the fourth section, existing empirical evidence is reviewed within the context of that theory. Finally, the fifth section presents conclusions and suggestions for additional research. (KH)

ED 254 543 TM 850 151

Bringing the Future Into Focus.

National Assessment of Educational Progress, Princeton, NJ.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 84
NOTE- 28p.
GRANT- NIE-G-83-0011
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Policy; Educational Quality; Elementary Secondary Education; Knowledge Level; National Programs; Program Evaluation; *School Effectiveness; *Student Attitudes
IDENTIFIERS- National Assessment of Educational Progress

This report describes the National Assessment of Educational Progress (NAEP), a project designed to keep parents, school officials, and policy makers abreast of the educational realities. Information is collected and reported at regular intervals concerning the knowledge, skills, and attitudes of elementary and secondary school students. NAEP has developed educational objectives based upon the consensus of concerned citizens. Exercises written to fit these objectives are evaluated by educators before being administered to students. The results of each assessment are published, and total results are summarized to indicate the relative performance of specific groups. By regular monitoring of students' progress, NAEP is able to determine developing trends and potential problems. Information about young adults, ages 21 to 25, is also being compiled by NAEP, which reports useful information not only to the federal government but also to the individual states. (DWH)

ED 254 601 UD 024 124

Undocumented Immigrants in the Labor Market: Recent Research Findings. Perspectivas Publicas: Issue Brief.

National Council of La Raza, Washington, D.C.

PUB DATE- Feb 85

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - General (140)

DESCRIPTORS- Blacks; *Economic Research; Hispanic Americans; Immigrants; *Labor Economics; *Labor Force; Labor Problems; Labor Supply; Literature Reviews; *Undocumented Immigrants

IDENTIFIERS- *Labor Studies

Most early research on the impact of undocumented workers on the labor market held that it results in the widespread displacement of native workers. More recent and more sophisticated theory argues that immigrants, both legal and illegal, create jobs by consuming goods and services, and by starting new businesses. This latter idea may not be as generally true as some researchers have asserted, but recent findings do suggest that there is not a strong, positive correlation between the presence of undocumented workers and high unemployment rates. Even so, the issue of native worker replacement continues to be controversial (especially where blacks are concerned). Advocates on both sides have been unable to articulate strong methodological challenges to their opponents' studies. Actually, when the effects of undocumented immigration are analyzed in isolation, one cannot avoid the conclusion that both displacement and wage depression take place. This approach, however, fails to take into account compensating factors accompanying influxes of undocumented workers that tend to offset initial wage depression and displacement, including increased demand for goods and services, increased productivity, and lower prices. In short, the net, macroeconomic effects of recent immigrant flows appear to be neutral, or even positive. This finding presents an opportunity to direct the policy and legislative debate on immigration away from ideology and toward a greater, more critical understanding of the empirical data. (KH)

ED 254 470 SO 016 268

Katz, Richard

Healing and Transformation: Perspectives on Development, Education and Community.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- 84
NOTE- 31p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Anthropology; Community; Cross Cultural Studies; Cultural Differences; Culture; Developed Nations; *Developing Nations; *Educational Change; Ethnography; Ethnology; Foreign Countries; *Medicine; Models; Non Western Civilization; *Social Change; Sociocultural Patterns; Western Civilization
IDENTIFIERS- Fiji; *Healing Effect; Kung; Synergy

For Kung hunter-gatherers and Fijian fishing people, healing is a central community ritual with significance beyond the cure itself. An enhanced state of consciousness, experienced most intensely by the healer, but also shared by the community, is at the core of Kung and Fijian healing. Although in contemporary Euro-American culture the spiritual is considered a separate or separable dimension, and healing a separate or separable role, data from these cultures describe a situation where the spiritual is inseparable from other aspects of life. A transformational model based on the role of the healer in these two cultures might also be applicable to understanding processes of education, community, and development in other cultures by emphasizing transitioning rather than stages achieved, and process and experience rather than structure. To apply such a model to Western cultures would mean major changes in world view, moving to a synergistic view of the world, rather than one based on the ideas of scarcity and fragmentation. (IS)

ED 254 512 SP 025 908

Physical Education Instructional Media. 1983.
Manitoba Dept. of Education, Winnipeg. Curriculum Development Branch.
PUB DATE- 83
NOTE- 68p.
AVAILABLE FROM- Department of Education, Robert Fletcher Building, 1181 Portage Ave., Winnipeg, Manitoba R3G 0T3.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Curriculum Development; *Educational Resources; Elementary Secondary Education; Films; Foreign Countries; *Instructional Materials; *Physical Education; Videotape Recordings
IDENTIFIERS- *Manitoba

Physical education resource materials and support services available from the Department of Education of Manitoba, Canada, are listed. Curriculum development and implementation resources include: (1) program planning and development services; (2) catalogs; (3) free mimeograph and printed aids; (4) curriculum guides; and (5) a teacher's guide to Manitoba women in sports. Listed as available from the Department of Education Library are: (1) loanable books; (2) loanable audio-visual resources; (3) periodicals; (4) loanable self-serve 16 MM films; (5) film booking and reference services; and (6) dubbable audiovisual programs. Items available from the Manitoba Textbook Bureau are also listed. Agencies providing physical education related materials are listed and specific information is provided on where to obtain the listed resources. (JD)

ED 254 528 TM 840 791

Whiting, Bryan; Render, Gary F.

Cognitive and Affective Outcomes of Mastery Learning: A Review of 16 Semesters.

PUB DATE- Oct 84

NOTE- 16p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Education Research Association (Jackson Hole, WY, October 4-6, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Achievement; Achievement Gains; *Affective Objectives; Business Education; *Cognitive Objectives; Distributive Education; High Schools; *Mastery Learning; *Outcomes of Education; Student Attitudes; *Teaching Methods

This study investigated the cognitive and affective student learning outcomes of 16 semesters of a mastery learning approach in teaching high school Business and Distributive Education classes. The class handout describing mastery learning, teacher and student responsibilities, examinations, grading procedures, 5-day unit activities schedule, information sources, and learning styles are presented. Study results support the hypothesis that mastery learning produces successful learning experiences for at least 80 percent of the students. Over 90 percent of the students received a course grade of A (indicating scores of at least 90 percent on every unit examination). On an anonymous teacher/course evaluation 96 percent of the students rated their total learning as high. Mastery learning requires an extraordinary investment in teacher time for preparation and grading, but is very rewarding. All students can and will learn if: (1) they know what is expected of them; (2) they are taught in the learning style best suited to them, (3) they are given the individualized corrections needed to alleviate previous learning errors; and (4) they can be retested to demonstrate mastery of objectives. Educators must look at themselves and their methods before assuming that some students cannot be successful. (BS)

ED 254 559　　　　　　　　　　　　　　　　　TM 850 173

Guiton, Gretchen W.; Zachary, Robert A.
Criterion Validity of the Piers-Harris Children's Self-Concept Scale.
PUB DATE- Aug 84
NOTE- 12p.; Paper presented at the Annual Meeting of the American Psychological Association (Toronto, Ontario, Canada, August, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Analysis of Variance; Clinical Psychology; *Comparative Analysis; Delinquency; Depression (Psychology); Elementary Secondary Education; Item Analysis; Psychometrics; Self Concept; *Self Concept Measures; *Self Esteem; *Test Validity
IDENTIFIERS- Denial (Psychology); *Piers Harris Childrens Self Concept Scale

It was hypothesized in this document that lowered self-concept would be associated with children exhibiting problems such as delinquency or childhood depression. The differences in self-concept between 97 clinic and 485 nonclinic children were investigated by administration of the Piers-Harris Children's Self Concept Scale. The reported self-esteem of both groups were compared using analysis of variance techniques. Results indicated that the clinic sample had significantly lower self-concept scores on the total scale and on five of the six cluster scales than did the nonclinic group. The clinic group had higher self-concept scores on 7 of the 80 individual items; these may represent a combination of compensatory behavior and denial. (Author/DWH)

ED 254 588 UD 024 104

Prom, Sukai; And Others
Computers in the Forest: A Summer Alternative. A Description and Evaluation of the Nature Computer Camp.
District of Columbia Public Schools, Washington, D.C.
PUB DATE- Apr 84
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, April 23-27, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Science Education; *Economically Disadvantaged; Elementary Education; *Environmental Education; Grade 6; Program Descriptions; *Program Effectiveness; *Resident Camp Programs; Socialization; Student Attitudes; Summer Programs
IDENTIFIERS- *District of Columbia Public Schools; *Nature Computer Camp DC

The District of Columbia's Nature Computer Camp program, described and evaluated in this paper, was designed to reduce the geographical isolation of economically disadvantaged urban sixth graders, and to provide them with increased knowledge of the environmental and computer sciences. The paper begins by giving details of the program's management, and of the curricula and instructional focus. Next, the program's success in meeting its main objectives is evaluated; it is concluded that the objectives were indeed met. That is, the camp was established and implemented as planned, and following participation in the week-long program, students demonstrated improved social skills and gains in knowledge in the areas of stream ecology, woodland ecology, geology, and computers. Furthermore, at least 80% of the participants maintained or increased a positive attitude toward the program. Eight appendices, which make up more than half of the document, include a schedule of camp events, a sample description of instructional modules, material on a camp scavenger hunt, a description of trails and activities, the evaluation model schema, a sample reporting form, evaluation questionnaires, and data summaries. (CMG)

ED 254 456 SO 016 254

Pollak, Susan
Traditional Islamic Education.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Mar 82
NOTE- 31p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Historical Materials (060)
DESCRIPTORS- Cultural Background; Curriculum; Early Childhood Education; *Educational History; Educational Objectives; *Educational Philosophy; *Educational Practices; Elementary School Teachers; Elementary Secondary Education; Ethics; Females; Higher Education; *Islamic Culture; Political Issues; Religion; Religious Cultural Groups; Religious Education; Students; Teacher Salaries; Teacher Student Relationship; *Traditionalism; Womens Education
IDENTIFIERS- Islam

An historical and descriptive account of the Islamic school system is presented. Traditional Islamic schools began with the founding of Islam in the seventh century A.D.; the madrasas or Islamic universities were considered to be among the world's finest higher education institutes. Although Islamic scholarship began to wane in the 14th century, the Islamic school has changed very little over the centuries. Today, millions of children attend such schools daily. The paper is divided into two major sections. The first section treats Islamic education from an historical perspective, tracing the key notions from the sayings of the Prophet to the writings of philosophers and theologians. Discussed are educational objectives, curriculum content, the status of the elementary teacher, the payment of teachers, school administration, the education of girls, and education in ethical and political writings. The traditional Koranic school, designed to maintain and propagate Islam, is the focus of the second section. First person accounts of the Koranic school are provided. The student, the stages of the curriculum, and teacher-student relationships are described. A seven-page list of project research papers concludes the document. (RM)

ED 254 497 SP 025 694

Physical Education. Standards of Learning Objectives for Virginia Public Schools. K-12 .

Virginia State Dept. of Education, Richmond.

PUB DATE- Jan 84

NOTE- 46p.; For related documents, see ED 216 400 and ED 236 107.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Behavioral Objectives; Dance; Elementary Secondary Education; Gymnastics; *Individual Development; Lifetime Sports; Movement Education; *Physical Activities; *Physical Education; Physical Fitness; *Psychomotor Objectives; State Standards; Team Sports

IDENTIFIERS- Virginia

In this teachers' resource manual for elementary health, objectives are stated for a balanced physical education program that will provide developmental opportunities in the cognitive, affective, and psychomotor domains for students from kindergarten through grade twelve. Specific objectives are set forth for kindergarten through grade seven in the areas of physical fitness and conditioning, rhythmic activities and dance, stunts, tumbling and gymnastics, and game skills. For grades 8 through 12 individual, dual, and team sports are added. (JD)

ED 254 574 UD 023 672

California High School Curriculum Study: Paths through High School.
California State Dept. of Education, Sacramento.
PUB DATE- 5 Jan 84
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Course Content; Curriculum Evaluation; *Curriculum Problems; Curriculum Research; *Educational Counseling; *Educational Policy; Elective Courses; English Curriculum; *Graduation Requirements; High Schools; High School Students; Institutional Characteristics; Instructional Materials; Mathematics Curriculum; Science Curriculum; *Secondary School Curriculum; Student Placement; *Track System (Education)
IDENTIFIERS- *California; Monitoring

The study summarized in this report investigated the current nature of California's high school curriculum, how it is determined, and how it differs for different groups of students. Data were gathered from 26 representative high schools. Chapter 1 describes the six levels of curricular policy and decision-making in California and the decisions made at each level. It also portrays characteristics of schools statewide and in the study. Chapter 2 addresses graduation and proficiency requirements, which are shown to have clear effects on particular cohorts of students but which do not standardize courses of study. The courses of study of three students in one school are described to demonstrate the very different paths students can pursue. Study schools are compared in academic, nonacademic, and elective course requirements. Chapter 3 describes the curriculum structure at each school which differentiates students into various instructional cohorts, each receiving a different curriculum determined by the department-level tracking system. Sample curriculum maps from study schools are analyzed. Chapter 4 outlines student placement and monitoring processes, showing how students receive varying amounts of support and examining the complexity and problems of monitoring student progress. The fifth and final chapter compares the effects of the policies and practices found in terms of the academic programs available to cohorts of students. Appendices contain the complete list of study topics and sample student programs. (CMG)

ED 254 484 SO 016 322

Australian Family Research Conference Proceedings (Canberra, Australia, November 23-25, 1983). Volume II: Family Law.

Institute of Family Studies, Melbourne (Australia).

PUB DATE- Mar 84
NOTE- 450p.; For other volumes in the series, see SO 016 321-327. Document contains small print.
AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth St., Melbourne, Victoria, Australia 3000 ($8.00 each; $50 for seven volumes).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Conflict Resolution; Divorce; *Family (Sociological Unit); Family Life; Family Problems; Fathers; Females; Foreign Countries; Immigrants; *Laws; Males; Marital Instability; *Marriage; Marriage Counseling; Social Attitudes; Social Science Research; Student Adjustment
IDENTIFIERS- Aboriginal People; *Australia; *Australian Family Research Conference; *Family Law

Second in a series of seven volumes containing the proceedings of the 1983 Australian Family Research Conference, this publication deals with family law. Papers and authors included are: "Attitudes of Divorced Men and Women to the Family" (Margaret Harrison), "Dispute Resolution in Australian Family Law" (Henry Finlay), "Descriptive Analysis, Process and Outcome of a Caseload of One Hundred Migrant Cases Seen in Counselling" (Emilia Renouf), "The South-west Aboriginal and Family Law" (Eversley Ruth), "The Outcome of Defended Custody Cases: Does the Father Have Much Chance?" (Frank Horwill and Sophy Bordow), "Evaluation of Court Referred Conciliation Conferences" (S. Bordow, A. Marshall, and M. Turner), "Severe Conflict in Matrimonial Proceedings" (Gianfranco Urlini), "A Study of Access Patterns between Three Groups Differing in Their Post Separation Conflict" (Robyn Weir, Rosa Silvesto, and Lynette Bennington), "Adolescents and Divorce: The Experience of Family Break-Up" (R. Dunlop and A. Burns), "Children's Wishes and Legal Outcomes: Is There a Relationship?" (I. Thomas and T. Pietropicolo), "School Adjustment in Children from Families Experiencing Marital Problems" (Lynette A. Bennington), and "Some Social, Economic and Relationship Effects following Marital Separation" (G. W. Smiley, E. R. Chamberlain, and L. I. Dalgleish). (RM)

ED 254 544 TM 850 153

Walters, Joseph; Gardner, Howard

The Crystallizing Experience: Discovering an Intellectual Gift.

Harvard Univ., Cambridge, Mass. Harvard Project Zero.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).; Social Science Research Council, New York, N.Y.
PUB DATE- 30 Mar 84
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Artists; Biographies; Elementary Education; *Gifted; Higher Education; *Intellectual Experience; Intelligence; Learning Experience; Mathematicians; *Mathematics; *Music; Musicians; *Talent Development; Talent Identification; Teacher Attitudes; *Visual Arts
IDENTIFIERS- *Crystallizing Experience; Multiple Intelligences

Crystallizing experiences are defined as those which involve remarkable and memorable contact between a person with unusual talent, or potential, and the materials of the field in which the talent will be manifested. Several biographies of talented people in several disciplines including music, mathematics, and visual arts are discussed. Examples of their crystallizing experiences are cited. The existence and structure of these crystallizing experiences are a derivative of the multiple intelligences theory of human intelligence. The nature of the experience depends on the age of the subject. The crystallizing experience seems to be more prevalent in mathematics and music than in the visual arts. It is a fragile phenomenon which occurs when circumstances combine inborn talent, self-teaching, and proper exposure to a set of materials in a particular way. It is recommended that all children be treated as if they have the potential for crystallizing experiences. They should be exposed at an early age to materials which may motivate them to explore a domain. (DWH)

ED 254 602 UD 024 125

Immigration Reform and Related Issues. Perspectivas Publicas. Issue Update.

National Council of La Raza, Washington, D.C.

PUB DATE- 27 Feb 85
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Civil Rights; *Federal Legislation; Hispanic Americans; *Immigrants; Public Policy; *Refugees; Undocumented Immigrants
IDENTIFIERS- *Congress 99th; Deportation; *Immigration Legislation; Mariel Cubans; Salvadoreans

Asserting that immigration reform and related issues have commanded sustained attention in the opening weeks of the 99th Congress, this paper provides an overview of important developments in this area, and highlights steps taken by the National Council of La Raza to help shape these developments. The developments discussed include: (1) The Immigration and Naturalization Service's (INS) initiation of the Cuban Adjustmant Program (La Raza, working as one member of an ad hoc task force, is meeting with the INS to clarify review procedures and guarantee protection of constitutional due process); (2) proposed legislation to temporarily suspend the deportation of Salvadorean immigrants pending a detailed study of their situation; and (3) the introduction of two immigration reform proposals, both with provisions that would affect hiring practices, eligibility requirements for permanent resident status, and other immigration problems. Other possible immigration proposals are also looked at. Finally, La Raza's participation in a coalition on immigration reform legislation is described. It is held that current conditions disadvantage hundreds of thousands of Hispanics nationwide; La Raza is working with other organizations to forge effective, nondiscriminatory legislation. The organization's conviction that excludable aliens are entitled to full legal protection is defended, and its opposition to Jean v. Nelson is asserted. A fact sheet on the Cuban deportations is also included, as background material on the process by which Cubans who arrived in the 1980 Mariel Boatlift are to be deported. (KH)

ED 254 471 SO 016 269

Spratt, Jennifer E.; Wagner, Daniel

The Making of a Fqih: The Transformation of Traditional Islamic Teachers in Modern Times.

Harvard Univ., Cambridge, Mass. Graduate School of Education

SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).; National Institutes of Health (DHHS), Bethesda, Md.; National Inst. of Education (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.

PUB DATE- 22 Oct 84

NOTE- 32p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270. Research part of the Morocco Literacy Project.

GRANT- NIE-G80-0182; NIH-HD-14898

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Anthropology; Comparative Education; Developing Nations; *Educational Change; Educational History; Elementary Secondary Education; Ethnography; Foreign Countries; Higher Education; Islamic Culture; Preschool Education; Public Schools; *Religious Education; *Social Change; Teacher Education; *Teacher Role; Teaching Methods

IDENTIFIERS- *Islam; *Morocco

By looking at changes in the status and role of the fqih or traditional Islamic teacher in Morocco, it is possible to trace the transformation of the entire learning system from an independent, teacher-centered approach to a government-controlled educational system, of which religious education is only a part. In the traditional system, students memorized and recited the Quran at lower levels, and at higher levels studied exegesis, grammar, and law. The teacher's educational background consisted of local level schooling, travel for study-apprenticeships with individual scholars, and usually attendance at formal centers of Islamic study. The goal was acquisition of a quality called "ilm" (knowledge). Pressures for changes in this system began early in the 20th century when Morocco was a French protectorate. In 1968, the Moroccan government merged the Islamic and government schools so that fqihs now teach five- and six-year olds. Higher religious instruction now occurs through specialized secondary schools and universities. The traditional teacher's techniques and status have changed considerably and parents now see the teacher as a countervailing force to rapid social change. (IS)

ED 254 498 SP 025 721

Davenport, Joseph, III; Davenport, Judith A.

Andragogical-Pedagogical Orientation and Its Relationship to Selected Variables among University Students.

PUB DATE- 5 Oct 84
NOTE- 23p.; Paper presented at the Annual Conference of the Rocky Mountain Educational Research Association (Jackson, WY, October 5, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *Andragogy; Educational Attitudes; Educational Philosophy; *Education Majors; Grade Point Average; Higher Education; Instructional Design; Learning Strategies; Preservice Teacher Education; Sex Differences; *Student Attitudes; *Student Characteristics; Teacher Student Relationship

This study explored the relationship between educational orientation and age, sex, and academic achievement. Subjects were undergraduate and graduate education students: 46 males and 67 females. The dependent variable, andragogical-pedagogical orientation, was measured by the Student Orientation Questionnaire (Christian, 1982). This instrument, developed to measure students' preferences, attitudes, and beliefs about education, identifies a learning style responsive either to authority-oriented, formal instruction (pedagogical) or informal and collaborative instruction (andragogical). Academic achievement was determined by grade point average. Findings indicated that: (1) female students were more likely than male students to have a higher andragogical orientation; (2) no statistical relationship was found between age and educational orientation; and (3) no statistical relationship was found between academic achievement and educational orientation. The limitations of the study (homogeneous population; the possibility that somewhat different data collection procedures might influence results) are pointed out. Implications of the study are discussed and some tentative recommendations are made on instructional strategies associated with particular educational orientation. (JD)

ED 254 513 SP 025 911

Guidelines for Interscholastic Sports. Curriculum Support Series. A Resource Package to Supplement the Physical Educational Curriculum in Manitoba Schools.

Manitoba Dept. of Education, Winnipeg.

REPORT NO.- ISBN-0-86497-113-3

PUB DATE- 83

NOTE- 40p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Athletic Coaches; Athletics; *Extramural Athletics; Foreign Countries; Interpersonal Relationship; *Legal Responsibility; Program Development; *Public Relations; Secondary Education; *Team Sports

IDENTIFIERS- *Manitoba

This document supplements the Manitoba Department of Education Physical Education Curriculum Guide (1981). It provides an outline of the philosophy and purpose of interscholastic athletic programs. Guidelines are provided for the organization of interscholastic sports programs and their implementation. Topics covered include: (1) the purpose of interscholastic athletics; (2) benefits of interscholastic programs; (3) the history and structure of the Manitoba High Schools Athletic Association; (4) participants' responsibilities for the interscholastic athletics program; (5) codes of ethics; (6) safety; (7) organization of practice and games; (8) qualities of a good coach; (9) public relations; (10) legal responsibility; and (11) related issues and concerns. Appendices include information on injuries, fund raising, the role of the student manager, and sample letters to parents. A 13-item bibliography is included. (JD)

ED 254 529 TM 840 793

Prince, James; Steadman, David G.

An Evaluative Study of the Need for Revision or Inclusion in the Northwest Association of Schools and Colleges Standards Items Relative to Computer Literacy and Programming; Student Conduct and Attendance; and Length of Student Day/Year.

SPONS. AGENCY- Northwest Association of Schools and Colleges, Seattle, Wash.

PUB DATE- Jun 84

NOTE- 70p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Reseach Association (2nd, Jackson Hole, WY, October 4-6, 1984). Appendix B, an article entitled "EL's Third Annual Survey of the States," has been removed due to copyright restrictions.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Accrediting Agencies; Attendance; *Computer Literacy; *Discipline Policy; Educational Improvement; *Educational Policy; Elementary Secondary Education; Higher Education; School Schedules; *Standards; State Boards of Education; *Time Factors (Learning); Time on Task

IDENTIFIERS- *Standard Setting

In response to recent national reports on educational excellence and effective schools, the Northwest Association of Schools and Colleges commissioned research and recommendations for possible standards and policy revision or implementation in three areas: (1) student conduct and attendance; (2) length of the student day/year and more effectively allocated time use; and (3) standards for computer literacy and computer course offerings. The report presents findings from reviewing pertinent information published since January 1981 from three source areas: (1) other regional accreditation agencies; (2) current literature, including major national reports; (3) state statutes and state boards of education regulations. It was concluded that the changing world and information explosion require an updating and restructuring of school systems. Course requirements or competencies in computer literacy, as well as integrating the learning of computer literacy across the curriculum, are needed. Establishing minimum school/day requirements and examinations of allocated time by each school, should be considered. Each school and district should have a written code of conduct to protect all parties and establish both authority and responsibility. Details of these recommendations are specified. (BS)

ED 254 560 TM 850 174

Meckler, Terry Anne; Vogler, James D.

Curriculum Mapping and Instructional Planning for Pupil Achievement.

PUB DATE- Mar 85
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Diagnostic Teaching; Elementary Education; Elementary School Mathematics; Elementary School Teachers; Grade 3; Grade 6; *Inservice Teacher Education; *Instructional Development; Mathematics Instruction; Reading Instruction; Remedial Programs; *Teacher Evaluation
IDENTIFIERS- *Curriculum Mapping; Los Angeles County Schools CA; Quality of Instructional Planning Scale; Rasch Scaled Scores

Elementary school teachers in experimental classrooms participated in inservice training programs which consisted of interpretation of information on Rasch profiles, individualization, and classroom climate. The teachers in the control classrooms received inservice training in the traditional topics only. Pupils in the experimental and control classrooms were administered the Comprehensive Test of Basic Skills (CTBS) as a pretest and posttest. Pupils in the experimental classrooms were also administered the Basic Skills Inventory (BSI), a Rasch scaled assessment instrument. Teachers in both groups submitted samples of classroom instructional and remedial plans for rating by a panel of judges on the Quality of Instructional Planning Scale (QIPS). Statistical analysis of the data on both groups indicated a significant difference. Teachers who received information based on Rasch scaled profiles prepared significantly better instructional and remedial plans than those who did not. Students in the experimental group achieved significantly greater gains in reading and mathematics than similar students whose teachers did not receive information based on Rasch scaled profiles. (DWH)

ED 254 589 UD 024 105

Eckstein, Max A.; Seley, John E.
Education and the World of Work. The Network Curriculum Round Table Final Report.
City Univ. of New York, Flushing, N.Y. Queens Coll.
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.
PUB DATE- May 83
NOTE- 135p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; *Curriculum Development; Educational Objectives; *Education Work Relationship; Futures (of Society); Liberal Arts; Postsecondary Education; *School Business Relationship; Skill Development; Social Change; Student Needs; Technology

Recommendations for improving the college curriculum and the quality of the work force are presented in this report of the Network Curriculum Round Table, a Queens College project involving representatives of business, government, and education. Following a brief statement of the project's purpose and an anecdotal account of its activities, the reports of four special task forces are summarized. These reports, originally presented at a day-long workshop conference, are then presented in full. They address these topics: (1) the impact of new technologies, (2) the curriculum and skills, (3) the impact of social change on the workplace, and (4) new curriculum directions. Following these reports are three general papers, which were presented at the workshop by individuals, and a digest of major points raised at the conference. Finally, three appendices list project participants and describe project activities. (KH)

ED 254 457 SO 016 255

Pollak, Susan
Traditional Jewish Learning: Philosophy and Practice.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Dec 81
NOTE- 58p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - General (140) Historical Materials (060)
DESCRIPTORS- Cultural Background; Curriculum; Early Childhood Education; *Educational History; Educational Objectives; *Educational Philosophy; Educational Practices; Elementary Secondary Education; Folk Culture; Higher Education; Jews; *Judaism; Middle Eastern Studies; Religion; Religious Cultural Groups; Religious Education; Teaching Methods; Textbooks; *Traditionalism
IDENTIFIERS- Talmudic Study

Education was so much a part of Jewish thought and way of life that it was often taken for granted, e.g., the early sages never wrote an articulated plan for education principles and practices. The introduction to this overview of traditional Jewish education discusses the basic concepts of belief in the efficacy of education, the integration of learning and action, and education as a continual process, training for work, and encompassing the teaching of history. The paper's first section presents an historical overview, examining the Biblical period, the period of the Geonim, the Middle Ages, and Jewish education in Eastern Europe following the Middle Ages. The second and major portion of the paper explores the course of study in Jewish schools and the role of Jewish texts in the educational process. The beliefs and folklore connected with education are discussed, alphabet instruction in the kheder (Jewish school for children aged six to thirteen) is examined, the course of study over the life cycle is illustrated, and the philosophical underpinnings of the educational system are described. (RM)

ED 254 575 UD 023 911

DeJong, William; And Others

Adolescent Parenthood. Developing A Comprehensive Community Planning Guide around the Issue of Teenage Pregnancy.

Women and Foundations/Corporate Philanthropy, New York, NY.

SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.

PUB DATE- 84

NOTE- 60p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Adolescents; Community Involvement; *Community Planning; *Conferences; Data Collection; *Pregnancy; Pregnant Students; *Program Development; Public Policy

For individuals or groups interested in developing a comprehensive community plan to address the problems of teenage pregnancy and parenthood, this paper provides a process built around a community diagnostic conference, for mobilizing local decision makers. The process is divided into these six phases, which are discussed separately: (1) initiation of planning process; (2) information collection; (3) conference planning; (4) preparation for the diagnostic conference; (5) conducting the conference; and (6) follow-up activities (information dissemination, media release, and implementation of the plan). The process described includes technical assistance provided through a Charles Stewart Mott Foundation grant, and information is given on acquiring assistance from other sources. Sample process forms and a sample budget are also included. (KH)

ED 254 485 SO 016 323

Australian Family Research Conference Proceedings (Canberra, Australia, November 23-25, 1983). Volume III: Marital Adjustment and Breakdown.

Institute of Family Studies, Melbourne (Australia).

PUB DATE- Mar 84

NOTE- 364p.; For other volumes in the series, see SO 016 321-327. Document contains small print.

AVAILABLE FROM- Institute of Family Studies, 766 Elizabeth St., Melbourne, Victoria, Australia 3000 ($8.00 each; $50 for seven volumes).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- *Divorce; Educational Needs; *Family (Sociological Unit); Family Life; Family Life Education; Family Problems; Family Relationship; Family Structure; Foreign Countries; *Marital Instability; *Marriage; One Parent Family; Psychology; Quality of Life; Social Influences; Social Science Research; Stepfamily

IDENTIFIERS- *Australia; *Australian Family Research Conference

Third in a series of seven volumes containing the proceedings of the 1983 Australian Family Research Conference, this publication deals with marital adjustment and breakdown. Papers are organized into four major sections: education for family tasks, marital satisfaction, adjustment to separation, and construction of family image. Papers and authors included are: "Education for Family Life: What Kind of Knowledge Do Families Need?" (Moira Eastman), "From Courtship to Divorce: Unrealised or Unrealistic Expectations" (Ilene Wolcott), "Stepparenting Special Skills" (Joy Conolly), "Spouse Selection and Satisfaction with the Quality of Family Life" (Wolfgang L. Grichting and E. Ruth Bradshaw), "Marital Synchrony Inventory: A Measure of Interpersonal Perception" (Daniel Kahans, Nigel Reece, and Naomi Crafti), "Correlates of Marital Adjustment in Australia" (Christopher F. Sharpley), "Family Cohesion: A Delphi Investigation" (James Nixon), "Marital Breakdown: Reactions to Separation and Post-Separation Experiences of Adults" (Freya Headlam), "On Being Single Again: A Mutual Aid Response" (Eva Learner, Bill Healy, and June Polglaze), "Kin and Non-Kin Support in the Separation Process" (Myra Browne), "Three Generations of the Single Parent Family" (Penny Jools and Margaret Kennedy), "The Princess: Machiavellian Maxims for Single Mothers" (Helen J. Baxter), and "Social and Psychological Factors Affecting a Family over Six Generations: Study of the Nathan-Maclaurin-Mackerras Family" (Mary R. Power).

ED 254 545 TM 850 154

Walters, Joseph M.; Gardner, Howard

The Development and Education of Intelligences.

SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).; Carnegie Corp. of New York, N.Y.; Spencer Foundation, Chicago, Ill.
PUB DATE- Sep 84
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Ability; Biographies; Developmental Stages; *Educational Assessment; Elementary Secondary Education; *Intelligence; Intelligence Tests; *Problem Solving; Teaching Methods; *Theories
IDENTIFIERS- *Multiple Intelligences

This paper presents the theory of Multiple Intelligences (MI) and analyzes its potential impact on education. MI pluralizes the traditional concept of intelligence from logical and linguistic problem solving to a set of abilities, talents, or mental skills called Intelligences. An Intelligence entails the ability to solve problems or fashion products of consequence in a particular cultural setting. The seven Intelligences are illustrated by biographical sketches of persons demonstrating an unusual facility with that Intelligence: (1) musical (Yehudi Menuhin); (2) bodily-kinesthetic (Babe Ruth); (logical mathematical (Barbara McClintock); (4) linguistic (T. S. Eliot); (5) spatial (navigators); (6) interpersonal (Anne Sullivan); and (7) intrapersonal (Virginia Woolf). These Intelligences are significantly independent although most cultural roles require a combination of Intelligences. The developmental trajectory of each Intelligence begins with raw patterning ability and develops through a symbol system and notational system to expression during adulthood as vocational or avocational pursuits. Because the Intelligences are manifested in different ways at different developmental levels, both assessment and education need to be appropriate. Assessment methods must include the individual's ability to solve problems or create products using the materials of the intellectual medium. (BS)

Felt, Marilyn Clayton
Improving Our Schools. Thirty-Three Studies That Inform Local Action.
Education Development Center, Inc., Newton, Mass.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
REPORT NO.- ISBN-0-89292-091-2
PUB DATE- 85
NOTE- 238p.
AVAILABLE FROM- Education Development Center, Inc., 55 Chapel Street, Newton, MA 02160 ($14.95 per copy, $1.50 postage and handling).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cross Cultural Studies; Curriculum Development; Disadvantaged; *Educational Change; Educational Environment; Educational Facilities; *Educational Improvement; Educational Quality; Educational Research; Elementary Secondary Education; Equal Education; High Schools; Minority Group Children; Principals; Research Reports; School Districts; School Guidance; Student Evaluation; Teachers; Teaching Methods
IDENTIFIERS- Effective Schools Research; *Excellence in Education; Media Use

The purpose of this book, a comprehensive summary of the educational studies of the late 1970s and early 1980s, is to make the thinking and conclusions of the studies conveniently accessible to those responsible for education at the local level. To that end, the book deals with 33 studies containing substantial information and advice for local action. Chapter One presents excerpts from the studies that convey the tone and the subject of current concerns about the outcomes of American education. Some cross-cultural comparisons are included. Chapter Two discusses what the different studies see as the causes of the nation's educational problems, focusing on those factors that the education community has some chance of influencing. Chapter Three summarizes the findings or recommendations of each study in turn. Chapter Four compares the recommendations of the full range of studies and identifies and discusses 11 areas of agreement (what should be taught, teaching methods, media use, evaluation and guidance, special student populations, school organization and school climate, teachers, principals, the school plant, institutions and individuals outside the school system, the improvement process). Chapter Five provides information and questions designed to help local educators (and particularly principals) find a starting point for their own improvement efforts. (RDN)

ED 254 603 UD 024 126

Chapter 1 as an Educational Resource in South Carolina.
South Carolina State Dept. of Education, Columbia. Office of Federal Programs.

PUB DATE- Jun 84
NOTE- 41p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; Educationally Disadvantaged; Elementary Secondary Education; *Federal Aid; Parent Participation; *Program Effectiveness; *Remedial Programs; Resource Allocation; *School District Spending; School Personnel; Student Participation
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Resource Utilization; *South Carolina

South Carolina's utilization of Title I-Chapter 1 funds between 1979 and 1983 is summarized in this report. First, a statistical overview of Chapter 1's impact on the State as a whole is presented. Twelve charts are included which contain data on State allocation, student participation, personnel employed, budget funds by type of service, program effectiveness, and services provided for parents. The remainder of the report describes 27 different Chapter 1 programs, serving Grades 1-10, which have demonstrated effectiveness in meeting local Chapter 1 program needs. Each profile follows a similar format and provides comparative information on the program's size and scope, cost per student, enrollment, kinds of materials and supplies needed, and other features. Two of the profiles describe readiness programs, six describe reading programs, and the rest describe math programs. (KH)

ED 254 472 SO 016 270

Arango, Marta; Nimnicht, Glen

Organizing Environments to Enhance the Development of Persons and Communities in Isolated Regions of Colombia: A Challenge to the Development of Human Potential.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).

PUB DATE- Mar 83

NOTE- 26p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-269.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Adult Basic Education; Case Studies; *Community Development; *Developing Nations; Foreign Countries; Health Education; Individual Development; Leadership; Living Standards; Modernization; Quality of Life; Sanitation; *Self Actualization; Social Science Research; Sociocultural Patterns

IDENTIFIERS- *Colombia; Human Potential

Although self-actualization is often considered a need to be met after more basic needs are fulfilled, experience with a development project in four impoverished and isolated Colombian communities indicates that development of human potential can be an integral part of overall development. An environment that supports the development of human potential also has the ability to fulfill basic biological needs. The people in the four communities where Project PROMESA operated lived in an environment that met some of those needs, among them freedom from fear and opportunities for affiliation and love, but which did not satisfy basic biological requirements for a healthy environment or opportunities for self-actualization. The development projects designed to improve the health of young children by providing latrines, garbage disposal, clean water, and medical care were also designed to provide opportunities for adult community members to participate in planning and implementation and to develop their leadership abilities. This enabled community members to maintain and improve the environment after the project ended. (IS)

ED 254 499 SP 025 730

Opinions of Michigan Citizens about the Public Schools and A Summary: An Overview of Findings from the 3rd Annual Michigan Education Public Opinion Survey of a Cross-Section of 800 Adults; Interviewed by Telephone, May 1-3, 1984.

Michigan State Board of Education, Lansing. Project Outreach.

PUB DATE- May 84

NOTE- 70p.; For a related document, see ED 239 766. Some pages printed on colored paper may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Accreditation (Institutions); Elementary Secondary Education; Extended School Day; Extended School Year; Government Role; Graduation Requirements; Property Taxes; *Public Opinion; *Public Schools; *School Administration; *School Effectiveness; *School Funds; *School Responsibility; School Taxes

IDENTIFIERS- *Michigan; Project Outreach

Results are presented of a telephone survey of 800 citizens indicating their opinions about the public schools in Michigan. Questions were asked on: (1) level and scope of information known about the schools; (2) school visitation frequency; (3) performance of schools; (4) report card rating of schools; (5) likes, dislikes about the schools; (6) biggest problem of the local Board of Education; (7) awareness of the State Board of Education's "Blueprint for Action"; (8) reaction to: longer school day and year, proposed graduation requirements, suggested uses of competency tests, proposals to increase state funding, and the proposal to certify school administrators; (9) support for a system of accreditation of local schools; (10) opinions on teacher salaries and the teaching profession, on school funding/spending practices, and on six other recommendations for local districts; (11) willingness to pay more school taxes; (12) familiarity with Homestead Property Tax Credit; and (13) opposition/support for District consolidation/ annexation. The composition of the survey sample is also given. The overview includes a copy of the questionnaire, in which responses are reported in percentages. (JD)

ED 254 514 SP 025 914

Playground Activities. Curriculum Support Series. A Supplement to K-12 Physical Education Curriculum Guide.
Manitoba Dept. of Education, Winnipeg.
REPORT NO.- ISBN-0-86497-119-2
PUB DATE- 84
NOTE- 68p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Athletic Equipment; Athletics; Elementary Secondary Education; Foreign Countries; *Games; *Outdoor Activities; Physical Education; *Playground Activities; Recreational Activities; Skill Development
IDENTIFIERS- *Manitoba

Outdoor games and recreational activities for students from kindergarten to grade 12 are described. A suggested scope and sequence of playground activities is given for: hardtop; field; ice activities; and snow activities. The activities are divided into three groups according to age: early years (K-4); middle years (grades 5-9); and senior years (grades 10-12). Included in each description is identification of the physical skill the game develops, the equipment needed, the number of players that may be involved in the activity, and directions on how the game is played. A 13-item bibliography and a list of 18 suggested reference books are appended. (JD)

ED 254 530 TM 840 794

Dolly, John P.; Williams, Kathy S.
Testwiseness Training: Is It Generalizable?
PUB DATE- 6 Oct 84
NOTE- 8p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, October 6, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Cognitive Style; *Deduction; Guessing (Tests); Higher Education; Logical Thinking; *Multiple Choice Tests; Response Style (Tests); Secondary Education; *Test Wiseness; *Training Methods; *Transfer of Training

Six studies which were conducted to determine the effects of testwiseness training on middle school and undergraduate college students' test scores are described. Testwiseness was defined as the cognitive ability or set of skills which a test taker can use to improve his or her score. Testwiseness training presented methods for using deductive reasoning procedures to maximize scores derived from guessing the answer. The treatment consisted of lecture/discussion presentations of Millman's (1969) test-taking principles and Smith's (1982) convergence strategies. The results of the testwiseness treatment were mixed. The studies did not indicate a significant improvement in testwiseness as a result of the training. (DWH)

ED 254 561 TM 850 176

Malvetti, Aniello L.; And Others

The California Evaluation Improvement Program. A Statewide Effort in the Teaching of Evaluation.

PUB DATE- 12 Oct 84
NOTE- 20p.; Symposium presented at the Annual Meeting of the Evaluation Network/Evaluation Research Society (San Francisco, CA, October 10-13, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Assessment; *Education Service Centers; Elementary Secondary Education; *Evaluation Methods; Evaluation Utilization; Instructional Materials; Management Development; Needs Assessment; *Program Evaluation; *State Programs
IDENTIFIERS- *California Evaluation Improvement Program; Evaluation Research

This document contains five symposium papers on the California Evaluation Improvement Program (EIP). Since 1974, a network of eight regional centers have annually assisted approximately 6,000 educators with educational program evaluation. Established to train middle management personnel to evaluate their own programs, the EIP centers now also evaluate programs, conduct research, perform needs assessments and develop proficiency tests. In "The California Evaluation Improvement Program: The State Perspective," Carolyn M. Fowle provides background on the beginning, development, and success of the EIP. Ronald P. Unruh discusses how Fresno Center meets school district needs in "The Management, Operation, and Staffing of an EIP Center." Using this same title Randall Cognetta describes the San Mateo Center program. In "Responding to Emerging Needs: The Job Training Partnership Act (JTPA)," Jack Thompson outlines the EIP Centers' services to this program. In "Developing Evaluation Teaching Materials," Aniello L. Malvetti summarizes development steps for training materials produced by the California Evaluation Improvement Center. (BS)

ED 254 458 SO 016 256

Pollak, Susan
Traditional Indian Education.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).
PUB DATE- Apr 82
NOTE- 35p.; Paper from the Project on Human Potential. For other project papers, see SO 016 244-270.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140) Historical Materials (060)
DESCRIPTORS- Comparative Education; *Educational History; *Educational Philosophy; Elementary Secondary Education; Females; Foreign Countries; Higher Education; Males; Memorization; *Religious Education; Sex Differences; Sex Discrimination; Student Educational Objectives; Teacher Student Relationship; Teaching Methods; Womens Education
IDENTIFIERS- *Hinduism; *India

From the earliest historical period up to the present, Hindus have linked education with religion. This paper examines the evolution of the Hindu educational system from the Vedic period (up to 1000 B.C.) to the present. Topics covered include the historical development of the Hindu education from the earliest period when it consisted of recitation of the Vedas to the Brahmana period which led to the development of the Laws of Manu, the rule of religious and social life for Hindus, and later periods. Other areas discussed are teaching methods and objectives in traditional primary schools, the central position of the student-teacher relationship, higher education from the Vedic period to 1200 A.D., and teaching methods used in an educational system emphasizing memorization. Separate sections also deal with: (1) the evolution of women's education from the earlier period, when women were freer to participate, to the period beginning around 500 B.C. when women's educational opportunities declined; and (2) the philosophy of education, which emphasized the importance of education for illumination, greater piety, and character development. A seven-page list of project research papers concludes the document. (IS)

ED 254 576 UD 023 933

Town and Culture: New Responses to Cultural Problems. Bremen Declaration. Standing Conference of Local and Regional Authorities of Europe (Bremen, Federal Republic of Germany, 25-27 May 1983).

Council for Cultural Cooperation, Strasbourg (France).

REPORT NO.- CPL/CCC(83)-11-E
PUB DATE- May 83
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- *City Government; Community Control; Community Involvement; Community Programs; Community Services; *Cultural Activities; *Cultural Opportunities; *Cultural Pluralism; Culture Conflict; Financial Support; Foreign Countries; Immigrants; Minority Groups; *Public Policy; Tourism; *Youth Programs
IDENTIFIERS- *Europe

This declaration details the 68 motions adopted by the representatives of European towns taking part in the Conference on Town and Culture. The meeting was jointly organized by the Standing Conference of Local and Regional Authorities of Europe and the Council for Cultural Cooperation. Recommendations focus on the following: (1) that new means of participation in local cultural life be explored, promoted, and funded, on the assumption that the local setting is crucial for the conscious involvement of the public in social and political life; (2) that local cultural policy encourage individual and collective initiative by citizens; (3) that local authorities support ethnic minority cultures in order to facilitate the acceptance of European immigration countries as multi-ethnic societies; (4) that local authorities develop policies that take into account their responsibilities to urban youth; (5) that the cultural repercussions of tourism on towns be seriously considered; and (6) that new ways of financing cultural activities be investigated and encouraged, bearing in mind the vital interaction between cultural development and economic development. (RDN)

ED 254 604 UD 024 127

Santiestevan, Henry, Ed.; Santiestevan, Stina, Ed.
The Hispanic Almanac. A Fact Book of Social and Economic Data; Profiles of the Top Twenty Hispanic Markets.
Hispanic Policy Development Project, Inc., New York, NY.
SPONS. AGENCY- Columbia Broadcasting System, Inc., New York, N.Y. Television Network.; Time, Inc., New York, N.Y.
REPORT NO.- ISBN-0-918911-00-1
PUB DATE- 84
NOTE- 164p.; Also sponsored by Atlantic Richfield Foundation.
AVAILABLE FROM- Hispanic Policy Development Project, Inc., 717 Fifth Ave., 23rd Floor, New York, New York ($49.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - General (140)
DESCRIPTORS- Cubans; Demography; Group Experience; *Group Status; *Hispanic American Culture; *Hispanic Americans; Information Sources; Mexican Americans; Population Distribution; Population Growth; *Population Trends; Puerto Ricans; *Socioeconomic Status; Urban Areas
IDENTIFIERS- *Market Profiles; *Voting Behavior

Quantitative and qualitative information on Hispanic Americans is collected in this "almanac." There are five main sections. Section I presents a descriptive, historical overview of the four subgroups who comprise Hispanic Americans: Mexican Americans, Puerto Ricans, Cubans, and "others." It is argued that, despite some differences among these subgroups, all have made significant contributions to American life and share similar concerns and needs. Section II, a national socioeconomic profile of Hispanics, is largely statistical and contains six subsections dealing with the size , growth and characteristics of the national Hispanic population; a comparative analysis of Hispanic population subgroups; and the characteristics of each of the four subgroups in turn. Section III contains demographic, cultural, and economic profiles of the top 20 Hispanic markets in the United States (Albuquerque, Chicago, Corpus Christi, Dallas-Fort Worth, Denver, El Paso, Fresno, Houston, Los Angeles, McAllen, Miami, New York, Philadelphia, Phoenix, Sacramento, Salinas-Monterey, San Antonio, San Diego, San Francisco, and Tucson). Section IV presents descriptive data on the size, extent of electoral participation, and voting patterns of the Hispanic American electorate. Finally, Section V lists important sources of information on Hispanic Americans, as well as partial lists of Hispanic organizations, research institutions, and communications media and media organizations. An appendix presents technical matter pertaining to the development of the national and major market profiles of Hispanics. (KH)

ED 254 515 SP 025 921

Brooks, A. DeWayne; And Others
Testing for Student Teaching Competence and Its Implications.

PUB DATE- Feb 85
NOTE- 25p.; Paper presented at the National Conference of the Association of Teacher Educators (Las Vegas, NV, February 17-20, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; *Beginning Teachers; Higher Education; *Minimum Competency Testing; *State Standards; *Student Teachers; *Teacher Evaluation
IDENTIFIERS- Assessment of Performance in Teaching; National Teacher Examinations; *South Carolina; South Carolina Educator Improvement Act

A discussion is presented of the component in the Educator Improvement Act (mandated by the state of South Carolina) which provides an evaluation procedure for prospective teachers beginning in the freshman year in college and ending during the first year of teaching. A description of the basic skills Educational Entrance Examination includes information on the ratings of selected public and private colleges for fall, 1984. Figures show some of the National Teacher Examination Specialty Area Tests required by the State Board of Education, along with their qualifying scores and performance ratings of South Carolina students. A description is given of the Assessment of Performance in Teaching (APT) instrument, which was designed to measure minimal competency in planning, teaching, classroom management, communication, and attitude. A summary is also given of APT procedures. The performance of South Carolina students on the APT is discussed. Evaluation procedures and special assistance for first year teachers are described. Appendixes include an outline of the South Carolina Teacher Area Examinations and minimum scores, and samples of test items. (JD)

ED 254 546 TM 850 155

Smith, M. Daniel

Development of Instructional Theory from Learning Postulates.

PUB DATE- Oct 84

NOTE- 14p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 24-26, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Cognitive Processes; Education Courses; Elementary Secondary Education; Higher Education; *Instructional Design; Learning Theories; Models; *Teaching Methods; *Theories

IDENTIFIERS- *Instructional Theory

This paper presents a brief review of the literature on instructional theory and a brief rationale for the development of such theory, then discusses an ongoing project in developing such theory from basic postulates of learning. An overview of a comprehensive, integrated learning model, based on information processing theory and necessary for instructional theory development, is presented. It postulates two basic types of learning ("boosting" and "chunking") and integrates cognitive, behavioral, and affective elements into mental units called schemes. Instructional theory is developed as a sequence of instructional processes (IPs), each with sub-processes, and often preceded by analytic processes (APs) involving both the learner and tha task. The paper then indicates some of the difficulties experienced by students of educational psychology in creating practical applications, and describes the insights which have emergeed from the endeavor as a whole. (Author/BS)

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